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ABSTRACT

This report provides insights into the problems and needs of Asian Pacific Americans (APAs) in the California State University (CSU) and presents 29 recommendations which address these issues. Following an introductory section, section II presents a brief overview of the history, demographics, and higher education participation of APAs. Section III discusses the major outreach and admissions issues facing APA students, including the unmet needs of immigrant students who have limited English proficiency and the underserving of certain APA subpopulations. Section IV addresses campus climate and retention issues. Section V discusses issues related to curriculum and instruction; among these are the need for Asian Pacific American studies, the need to diversify the curriculum, and the underrepresentation of APAs in the teaching profession. The unmet English-as-a-Second-Language needs of immigrant students are described in section VI; and section VII examines the misconception that APA faculty and staff are not underrepresented in the CSU and, therefore, no longer face employment discrimination. Finally, section VIII summarizes the recommendations of the reporting committee. Contains a 52-item bibliography. (GLR)

Enriching California's Future:

Asian Pacific Americans in the CSU

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Report of the
Asian Pacific American Education Advisory Committee

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ENRICHING CALIFORNIA'S FUTURE:

ASIAN PACIFIC AMERICANS IN THE CSU

Report of the

Asian Pacific American Education Advisory Committee

Office of the Chancellor

The California State University

November 1990

The California State University

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PREFACE

This report is the culmination of 18 months of intense work by the 25-member CSU Asian Pacific American Education Advisory Committee, which was established in February 1989 by former Chancellor W. Ann Reynolds. It is based on the review of numerous reports and studies and on the testimonies presented by nearly one hundred persons at statewide public hearings, and is probably the most comprehensive, in-depth study ever conducted on the status and needs of Asian Pacific Americans (APAs) in the CSU.

As the report indicates, such a study is both timely and much needed. APAs are the fastest growing and largest minority student group in the CSU. Yet, perceptions of their status and needs tend to be shrouded in myths and misconceptions. On the one hand, APAs are portrayed by the media as the "model minority" who are outdoing whites, and APA students are widely perceived as academic overachievers who have no serious problems or needs. On the other hand, APA students are the least satisfied of any group on the CSU campuses and express the most concern about racial harassment, and APA faculty and staff appear to encounter a "glass ceiling" -- employment discrimination -- that impedes their advancement.

The report attempts to provide insights into these seemingly contradictory views and go beyond the stereotypes to identify the real problems and needs faced by Asian Pacific Americans in the CSU. Furthermore, it presents a series of recommendations which suggest ways of addressing these problems and needs. The Asian Pacific American Education Advisory Committee hopes the CSU campuses will find this report and its recommendations useful in helping to meet the needs of APA students, as well as the related needs of APA faculty and staff.

Many of the recommendations should also be helpful in meeting the needs of other students of color as well. And addressing the needs of these students, enhancing their education, should ultimately improve the quality of education for <u>all</u> students. In so doing, the CSU campuses would make significant progress toward meeting the challenges presented by the increasing diversity which will characterize California in the decades ahead.

The Advisory Committee hopes that its recommendations will be implemented by CSU campuses over the next two years. A few of these recommendations will require minimal or no resources to implement; and depending on the priorities of each campus, some of these recommendations could be implemented by redirecting existing resources, while others will require additional resources. In order to follow up this report, the Advisory Committee wishes to reconvene in the Spring of 1993 to review the progress made by the campuses in implementing these recommendations. A request to do so will be made to the Chancellor and the Board of Trustees.

The Advisory Committee wishes to acknowledge the invaluable assistance it received from the Chancellor's Office staff. In particular, the Advisory Committee wishes to thank Dr. Lee Kerschner, Vice Chancellor, Academic Affairs, and Dr. Charles Lindahl, Assistant Vice Chancellor, Academic Affairs, for their support, counsel and contributions to its deliberations. It also wishes to express its very special thanks to Dr. Kerschner's Executive Assistant, Ms. Julia Fahrenbruch, for her outstanding, dedicated work for the Advisory Committee. Without her wide-ranging, extensive assistance, the Advisory Committee could not have completed its task.

The California State University
ASIAN PACIFIC AMERICAN EDUCATION ADVISORY COMMITTEE

ENRICHING CALIFORNIA'S FUTURE: ASIAN PACIFIC AMERICANS IN THE CSU

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EXECUTIVE SUMMARY

Asian Pacific Americans (APAs) have been the fastest growing minority group both in California and the nation over the past two decades. Since 1980, they have been the largest minority student group in the CSU, comprising over 15 percent of all students in 1989. The enrollment of APA students has grown by 150 percent -- from slightly over 20,000 to about 50,000 -- in the past ten years. Along with numbers, Asian Pacific Americans bring an unprecedented diversity to the CSU. The diversity manifests itself not only in the more than 50 ethnic/cultural groups which comprise Asian Pacific Americans, but also in such distinctions as U.S.-born or foreign-born, immigrant and refugee status, primary home language, and many others.

The rapid growth and diversity of APA students bring educational challenges of unparalleled complexity to the CSU. In order to address these challenges, the CSU Asian Pacific American Education Advisory Committee was formed and charged with identifying and prioritizing the needs of Asian Pacific Americans in the CSU and recommending ways of more effectively meeting these needs. Based on the review of numerous reports and studies and testimonies received at statewide public hearings, the Committee arrived at the following major findings and conclusions:

- The CSU campuses have largely overlooked the problems and needs of APA students, due in part to the widespread acceptance of the "model minority" stereotype which characterizes APAs as a phenomenally successful, "problem-free" minority group, and have not adequately responded to their growing presence and diversity.

- The unmet ESL needs of APA and other immigrant students loom as a major, though still largely unrecognized, issue confronting the CSU and other institutions of higher education in the state. These students are encountering extraordinary problems because of the inadequate development of their English communication skills.

- Many APA students do not find the campus climate comfortable or inviting and feel that student service programs tend to exclude them and are indifferent to their problems and needs. APA students, particularly those from underrepresented groups, are underserved by these programs and are often in dire need of assistance.

- The curriculum on most campuses is still based on a dominant Eurocentric perspective and, thus, poorly serves both students of color and white students since it cannot address the reality of their mutual world. Despite the fact that APAs are the largest minority student group, they have the fewest opportunities to learn about themselves because Asian Pacific American Studies programs are unavailable to most of them.

- Although about 8 percent of the faculty and staff in the CSU are APAs, they tend to be concentrated in certain areas and are sparsely represented in other areas. APAs are especially underrepresented among MPP administrative/management employees, constituting less than 5 percent of such employees, and are practically nonexistent in higher level executive positions.

- Although APA students, as a group, appear to be well represented on all CSU campuses, particular subpopulations of APAs, such as Southeast Asians and Pacific Islanders, are still underrepresented. These students are underserved by campus outreach and admissions programs and are generally not included as a targeted group by these programs.

In order to address the problems and needs that were identified, the Committee formulated a total of 29 recommendations. Some of the key recommendations in each of the five major sections of the Committee's report are summarized below (A list of all the recommendations is provided in Sec. VIII).

ESL Needs of Immigrant Students. The Committee recommends that the CSU Board of Trustees make the development of academic English proficiency among students who need ESL assistance one of its highest priorities, with particular attention to the urgent and special needs of Asian, Latino and other linguistically-diverse students. More specifically, it recommends a number of steps that can be taken by each campus to assist these students.

Campus Climate and Retention. The Committee recommends that incidents of racial harassment on the CSU campuses be monitored and that each campus take steps to improve campus climate, with particular attention to how it affects APA students. Also recommended are steps that each campus can take to ensure that the needs of APA students are being adequately met by all areas of student support services.

Curriculum and Instruction. The Committee recommends the development of Asian Pacific American Studies programs on CSU campuses and the incorporation of multicultural and international perspectives into the General Education program of each campus. It also recommends that the CSU mount a vigorous campaign to encourage and recruit APAs into the teaching profession in which they are currently severely underrepresented.

Faculty/Staff Affirmative Action. The Committee recommends that each CSU campus review the representation of APAs in all job categories and take steps to recruit APAs in areas in which they are underrepresented. Especially recommended are steps to recruit APAs from sub-populations that are underrepresented on the faculty, to help APA faculty increase their chances for retention and promotion, and to recruit APAs for MPP administrative/management positions.

Outreach and Admissions. The Committee recommends that each CSU campus make efforts to ensure that underrepresented APA sub-populations within its campus-defined service area are identified and adequately served by its outreach programs. It also recommends the recruitment of APAs for graduate programs and steps to facilitate the admissions process for immigrant students.

The large and diverse APA student population in the CSU presents both challenges and opportunities. One of the major challenges is to effectively and sensitively educate the increasingly diverse student population which reflects the multicultural California of the 21st century. By meeting this challenge, the CSU has the opportunity to achieve national distinction by developing model multicultural programs and approaches that can provide high quality education to the most diverse population of students in the country. The extent to which the CSU is able to see beyond the myths surrounding Asian Pacific Americans and respond to their realities will be a crucial measure of its potential for achieving such distinctive excellence.

I. INTRODUCTION

During the past two decades, the demographics of California have changed at an astonishing rate. The white population, which made up 78 percent of the state's population in 1970, is now estimated to be only 57 percent. Ethnic minorities--Latinos, Asian Pacific Americans (APAs)[1], African Americans, and American Indians--make up the remaining 43 percent and are projected to become the majority within the next 15-20 years. Ethnic minorities already constitute the majority (52%) of school-age children in California's public schools (K-12).

These changes have been largely due to the heavy influx of immigrants into the state, especially from Latin America and Asia. This immigration is having a major impact on the public schools. A recent report to the Intersegmental Coordinating Council states that: "Nearly one in three California school children now comes from a family where English is not the primary language, and 29 percent of school-age children report that a language other than English is spoken at home. As many as one in six public school students is an immigrant. In some elementary school districts, the proportion of students classified as limited in their English proficiency is approaching 70 percent."

The demographic transition has profound implications for all of California, including its institutions of higher education. The increasingly diverse population promises to greatly enrich the human and cultural resources of California, and to maintain the state's standing as one of the most economically and culturally vibrant, dynamic states of the nation. Contrary to popular impression, the influx of immigrants does not have an adverse impact on our society by draining public welfare resources and taking jobs away from native Americans. In a recent article in the Wall Street Journal (January 26, 1990), Julian Simon, a professor of business at the University of Maryland, contended that, "Talented young immigrants help us advance every one of our national goals. They make us richer and not poorer, stronger not weaker."

However, this potential can only be realized if the state and its educational institutions can effectively address the challenges presented by the growing and unprecedented multicultural diversity of its population. Asian Pacific Americans (APAs) are a significant part of this growing diversity. They are by far the fastest growing ethnic group in California, as well as in the nation. There has been a corresponding growth in the enrollment of APA students in the California State University (CSU) system. They now constitute the largest minority group in the CSU student population, and the CSU can proudly count many prominent APA alumni who have been successful in practically every field of endeavor.

Asian Pacific Americans (APAs) are a significant part of this growing diversity. They are by far the fastest growing ethnic group in California, as well as in the nation.

Due to their educational and socioeconomic achievements, APAs have been frequently hailed as the "model minority" and widely viewed as a supernormal group that has enjoyed extraordinary success in California. In recent years, however, racial hostilities toward APAs have increased at an alarming rate, and APAs in all fields, including higher education, express concern about their encounters with racial discrimination.

It was in the context of the above changes that the CSU Asian Pacific American Education Advisory Committee was established in February 1989 by former Chancellor W. Ann Reynolds. While the committee was formed in response to the burgeoning enrollment of APA students on the CSU campuses, an underlying concern was the heated controversy over whether some of the most prestigious institutions of higher learning, including UC Berkeley, Stanford, Harvard, Princeton, and Brown, had imposed discriminatory "quotas" on the numbers of Asian students they admitted.

The twenty-five members of the committee represented a broad cross section of the CSU campuses and

[1] In this report, Asian Pacific Americans (APAs) are defined as immigrants, refugees and the U.S.-born descendants of immigrants from Asia, including Pakistan and the countries lying east of it in South Asia, Southeast Asia, East Asia, and the Pacific Islands. The 1980 U.S. census identified 28 different Asian groups, the largest of which were the Chinese, Filipino, Japanese, Asian Indian, Korean, Vietnamese, Laotian, Thai, Cambodian, Pakistani, Indonesian, and Hmong. It also identified 26 different Pacific Island groups, the largest of which were the Hawaiian, Samoan, Guamanian, Tongan and Fijian.

APA groups, including faculty, students, staff and administrators. It also included a member of the CSU Board of Trustees and one representative each from the University of California and California Community College systems.

The committee's first meeting was held on March 3, 1989; it met seven more times, holding its last meeting on June 1, 1990. In addition, the subcommittees met independently. The committee also held three one-day public hearings: at CSU, Fullerton on October 27, 1989, at CSU, Fresno on November 16, 1989, and at San Francisco State University on December 5, 1989. A total of 92 persons testified at these hearings, including students, faculty, staff, and community representatives. Letters were also received from individuals who could not present their testimonies in person. A summary of the numerous issues identified in these testimonies, as well as the actual transcripts, has been compiled in Volume 2 of this report.

At the start, the committee identified issues which it believed were of concern to APAs in the CSU and categorized these into the following six major areas: 1) Outreach and Admissions, 2) Student Services and Retention, 3) Campus Environment/Community Relations, 4) Curriculum, 5) Faculty/Staff Affirmative Action, and 6) Collecting Data and Defining Terms. Subcommittees were formed to address the issues identified in each of these areas. Information on these issues was gathered from the public hearing testimonies, consultation with knowledgeable individuals, special studies conducted for the committee, and a large number of reports and other publications (see Bibliography for a list of these publications).

The remainder of this report is organized into the following major sections:

II. Asian Pacific Americans in California and the CSU
III. Outreach and Admissions
IV. Campus Climate and Retention
V. Curriculum and Instruction
VI. ESL Needs of Immigrant Students
VII. Faculty/Staff Affirmative Action
VIII. Summary of Recommendations

Section II presents a brief overview of the history, demographics and higher education participation of APAs, as background for the succeeding chapters. Then, Section III discusses the major outreach and admissions issues facing APA students, including the unmet needs of immigrant students who have limited English proficiency and the underserving of certain APA subpopulations. Section IV addresses campus climate and retention issues. As discussed in that section, APA students do not find the campus climate inviting or comfortable and believe they are underserved by various services, such as academic advising, educational equity programs, personal counseling, and orientation/transition services, related to increasing student retention.

Section V discusses issues related to curriculum and instruction; among these are the need for Asian Pacific American studies, the need to diversify the curriculum, and the underrepresentation of APAs in the teaching profession. The unmet ESL needs of immigrant[2] students--perhaps the major issue identified by the committee--are described in Section VI. This and other issues related to English proficiency have implications beyond APA students, as increasing numbers of Latino students, a large proportion of whom will also need assistance in developing English proficiency, enter the CSU.

Despite the widespread impression that APA faculty and staff are not underrepresented in the CSU and no longer face employment discrimination, the facts presented in Section VII show that this is a misconception. Several actions are recommended to overcome remaining problems of discrimination and underrepresentation faced by APA faculty and staff. Finally, Section VIII summarizes the recommendations of the committee.

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[2]Although the focus on ESL needs for Asian students is primarily aimed at immigrants, there are increasingly large numbers of nonimmigrants who require ESL assistance. The ESL issue is quite complex.

II. ASIAN PACIFIC AMERICANS IN CALIFORNIA AND THE CSU

To understand the problems and needs of Asian Pacific Americans in the California State University system today, some knowledge of the history, changing demographics, and higher education participation of APAs in California is necessary. A brief overview of these topics is presented in this section.

Historical Overview

Archaeological evidence indicates that Asians and Pacific Islanders had contacts with the New World hundreds of years before the arrival of Columbus. Historic records indicate that a few Chinese, Filipinos and Japanese were brought to Mexico in the 1600's. The long history of APAs in California dates back almost 150 years to the late 1840's when Asian/Pacific immigration to the United States first started.

Asian/Pacific immigration to the United States occurred in two fairly distinct phases: (1) the early immigration that took place between the late 1840's and 1934, during which period over 900,000 Asian/Pacific immigrants entered the country; and (2) the more recent and much larger immigration of over 4.5 million Asian/Pacifics that has occurred since 1965.

The first of the early Asian/Pacific immigrants, the Chinese, began arriving in significant numbers in the late 1840's. They were initially lured by the discovery of gold in California and later by recruiters seeking cheap labor for railroad construction, mining, and agriculture.

The Chinese were followed by the Japanese, the major proportion of whom arrived between 1890 and 1920. They were brought in as cheap laborers in many of the same areas the earlier Chinese immigrants had worked before. Next to arrive, though in much smaller numbers, were the Koreans. A few thousand came to Hawaii and California starting in 1903 and abruptly ending in 1905 when Korea was annexed by Japan. Most of the Koreans in California worked as laborers on railroad construction and farming.

The last of the early Asian immigrants were the Asian Indians and the Filipinos. Between 1907 and 1920, over 6,000 Asian Indians, mostly agricultural workers, settled in the western states. Immigration from India, as well as other Asian countries, was stopped by the National Origins Quota Act of 1924. However, since this law did not apply to the Philippines, a protectorate of the United States at the time, Filipinos continued to arrive to meet the resulting shortage of cheap labor for the agricultural, fishing and other industries. During the 1930's, Filipino immigration trickled when demands for their exclusion were made and a labor surplus developed.

These early Asian "pioneers" made major contributions to the development of California and the other Western states. They provided much of the labor for the expanding agricultural industries and for building the vast network of railroads. Others worked in fields such as lumbering, fishing and mining, and labored in canneries, domestic work and gardening.

These early Asian "pioneers" made major contributions to the development of California and the other Western states.

These contributions are especially impressive when considered in light of the intense discrimination encountered by the early Asian immigrants. They became victims of countless repressive, often violent acts of racism, including denial of citizenship, discriminatory taxes, alien land laws, segregated schools, race riots and lynchings. As the specter of "yellow peril" was raised with the arrival of each new Asian group, a series of exclusionary immigration laws were passed to stop their entry into the United States. The culmination of this "yellow peril" movement was reached during World War II when over 110,000 West Coast Japanese, mostly American-born citizens, were imprisoned by the United States government in detention camps.

Following World War II, some limited immigration from Asia was allowed through annual quotas. In addition, several thousand Asian "war brides," orphans, and special categories of immigrants were also allowed. Over the twenty-year period from 1945 to 1965, approximately 300,000 Asian immigrants entered the United States, the largest proportion settling in California. Significant numbers of Pacific Islanders, especially Hawaiians, Samoans and Guamanians, also began to arrive in California during this post-war period.

While discrimination against APAs persisted into the post-war era, the more overt forms prevalent during the pre-war period were not less frequently encountered, and American attitudes toward APAs improved. In 1965, most of the discriminatory immigration restrictions imposed in 1924 were finally lifted with the passage of a more equitable law. Primarily as a result of this new law, the rate of immigration, particularly from Hong Kong, India, Taiwan, South Korea, and the Philippines, increased enormously over the past two decades. While this law opened the doors to Asian immigration, the driving forces behind immigration have been the social, political, and economic conditions of such countries as South Korea, the People's Republic of China, and the Philippines.

The influx of Pacific Islanders also increased substantially since 1985, particularly into Hawaii and California. More recently, since the withdrawal of the United States from Vietnam in 1975, over 900,000 Southeast Asian refugees have entered the country. Over 300,000 of these refugees were estimated to be living in California in 1985.

Since 1965, over four million Asian/Pacific immigrants have entered the United States. These recent immigrants now constitute a large majority of the APA population. In fact, even in 1980, nearly 60 percent of the APA population were foreign-born, a proportion that is undoubtedly higher now. The heavy influx of Asian/Pacific immigrants has not only dramatically increased the APA population, it has also profoundly changed its character. Today, the APA population is far more diverse than in the past, consisting of over 50 different ethnic groups whose cultural and socioeconomic backgrounds differ greatly from one another. These differences often make it nonsensical to aggregate data on the various APA groups into a single category.

Since 1965, over four million Asian/Pacific immigrants have entered the United States. These recent immigrants now constitute a large majority of the APA population.

Over the past decade, the immigration rate from Asia and the Pacific Islands has averaged around 250,000-275,000 immigrants per year and has exceeded that from any other region of the world. Immigration from Europe, which predominated for over two centuries and reached a peak of one million per year by the turn of the century, is now less than 70,000 per year. The current predominance of Asian/Pacific immigration should not be surprising when one considers that nearly 60 percent of the world's population live in Asia and the Pacific Islands. If U.S. immigration laws had not favored any region of the world, the total immigration from Asia and the Pacific Islands may have exceeded that from any other region and the APA population might constitute the majority of the U.S. population today.

Over the past decade, the immigration rate from Asia and the Pacific Islands has averaged around 250,000-275,000 immigrants per year and has exceeded that from any other region of the world.

These immigrants have made their presence quite conspicuous. Like so many immigrants before them, they have moved into neighborhoods and taken over small businesses which often feature signs in Asian languages and offer products and services to meet the needs of their communities. Other ethnic groups who resent the "yellow invasion" of Asian immigrants frequently view these changes as strange and intrusive and react negatively. The situation is exacerbated by the increasing economic competition between the United States and the Asian nations. As American workers are laid off and factories are relocated to Asian countries, the resentment runs even deeper.

Despite these adversities, Asian/Pacific immigrants work hard to make a living here and contribute to the advancement of our society. Many are well educated and bring needed occupational skills with them. They create jobs, bolster the economy, and rapidly adjust to the multicultural milieu of California.

Changing APA Demographics

As mentioned earlier, Asian Pacific Americans are now the fastest growing ethnic unit in California and the nation in terms of proportional population growth. According to the 1980 U.S. Census, the APA population in the United States increased by a startling 147 percent during the previous decade, growing from about 1.5

million in 1970 to 3.7 million in 1980, when they constituted about 1.6 percent of the total U.S. population. The 1980 U.S. Census also found that 1,313,000 APAs, or 36 percent of the total APA population, lived in California. The populations of the major APA groups were as follows:

Filipinos	357,514
Chinese	322,340
Japanese	261,817
Korean	103,891
Vietnamese	89,587
Asian Indian	57,989
Hawaiian	23,091
Samoan	20,096
Guamanian	17,662

These groups differ enormously in their socioeconomic characteristics, cultural backgrounds, and historical experiences. The aggregation of data on APAs -- a common practice -- conceals important differences between these groups. For example, while nearly 60 percent of the aggregated APA population was found to be foreign-born by the 1980 U.S. census, this proportion was found to vary substantially among the various APA groups, ranging from a maximum of 90 percent for the Vietnamese to a minimum of 28 percent for the Japanese. Thus, the wide diversity of the APA population must be recognized and the data on them disaggregated whenever possible.

These groups differ enormously in their socioeconomic characteristics, cultural backgrounds, and historical experiences. The aggregation of data on APAs -- a common practice -- conceals important differences between these groups.

When the 1990 U.S. census is enumerated, it has been estimated that the APA population will be found to be 6.9 million or about 2.7 percent of the total U.S.population, an 86 percent increase over the 1980 population. In California, the APA population has been projected to be about three and one-third million, or ten percent of the state's total population. This projection indicates that the populations of the major APA groups in California will be as follows:[3]

Filipinos	939,000
Chinese	776,000
Southeast Asian	613,000
Korean	372,000
Japanese	352,000
Other A/PI	300,000

APAs are now the second largest minority group in California, second only to the Latino population. The phenomenal growth in the APA population has been and will continue to be propelled primarily by the large influx of immigrants from Asia and the Pacific Islands.

Asian Americans as the "Model Minority"[4]

For the past two decades, Asian Americans have been touted by the media as the "model minority," who have enjoyed extraordinary success in American society despite their long history as an oppressed racial group. This media image has been reinforced by national data from the 1980 U.S. Census which showed that for the four largest Asian groups--the Chinese, Filipinos, Japanese, and Asian Indians, who comprised about three-quarters of the total Asian population--both median family and median individual incomes considerably exceeded those of their white counterparts.

Nationally, the average years of schooling of these groups were found to exceed that of whites by substantial margins. Within the CSU system, statistics show that Asian students have the highest participation rates of any ethnic group, as well as the highest GPA's and graduation rates. Thus, Asian students are generally viewed as very industrious, highly motivated, and intensely focused overachievers, whose educational attainments place them at the top of their classes.

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[3]Paul M. Ong, "California's Asian Population," pp. 3-5, in California's Asian Population: Looking Toward the Year 2000, Pacific Rim Emerging Issues Series #1 (Los Angeles: UCLA, Center for Pacific Rim Studies, 1990); see also Paul M. Ong, with Paul Schimek, Yuko Aoyama and Glen Kitayama, "California's Asian Population: Past Trends and Projections for the Year 2000" (Los Angeles: UCLA, Graduate School of Architecture and Urban Planning & Asian American Studies Center, May 1989).

[4]The discussion in this section is restricted to Asian Americans inasmuch as the "model minority" stereotype had generally not been applied to Pacific Islanders.

However, there is another side to this incredibly positive picture. While Asians have made substantial socio-economic progress, a larger proportion of Asians than the white population still live below the poverty line. Recent immigrants, who now comprise the majority of the Asian population, are far from realizing the American Dream. Southeast Asians, such as the Hmong and Cambodian refugees, are probably having the toughest time making ends meet, often living on welfare and showing severe signs of strain. Although many Korean immigrants have become economically successful as self-employed entrepreneurs, they have also been found to suffer from overwork, depression, and other psychological disorders. Even American-born Asians complain that they are occupationally restricted, underpaid and underpromoted, and believe their advancement is blocked by discrimination.

However, there is another side to this incredibly positive picture. While Asians have made substantial socio-economic progress, a larger proportion of Asians than the white population still live below the poverty line.

Contrary to the prevailing stereotype, the vast majority of Asian students are not superbright, highly motivated overachievers who come from well-to-do families. Large numbers of them come from poor families and are encountering personal or academic difficulties; many recent immigrants are struggling to learn English. The ESL needs of these students, the majority of whom are foreign-born and do not speak English as their first language, are not adequately met by educational institutions. Asian psychologists report that many of these students are undergoing extreme psychological stress and alienation. For some students, the pressures become so great that their academic performance suffers, sometimes forcing them to drop out of school. These psychological problems have been exacerbated by incidents of racial harassment and even violence against Asian students on several campuses across the country.Many of these problems are specific to certain APA groups, such as the Southeast Asians and the Pacific Islanders, but are masked by the prevalent tendency to lump all APAs in one category and describe them by aggregated, rather than disaggregated, statistics. For example, while the glowing statistics mentioned above may accurately reflect the achievements of certain APA groups, they may completely distort the achievements of others.

Contrary to the prevailing stereotype, the vast majority of Asian students are not superbright, highly motivated overachievers who come from well-to-do families.

However, in view of the widespread promotion of the model minority image of Asian Americans, most institutions of higher education have assumed the image is true, despite the foregoing evidence to the contrary. While the extent to which this image has influenced higher education policies and programs would be impossible to determine, most institutions seem to have the perception that Asians have no serious problems or needs and, therefore, require no assistance.

APAs in Higher Education: U.S. and California

Between 1976 and 1986, the enrollment of Asian Pacific Americans in the nation's institutions of higher education more than doubled to 448,000. About 193,000 of these students, or 43 percent, attended institutions of higher education in California, where approximately 36 percent of the APA population resided. While APAs constituted seven percent of California's population in 1986, APA students numbered over 11 percent of all college students in the state.

In 1988, APA students in California's three public higher education systems were distributed as follows:

System	Number	Percent[5]
Calif. Community Colleges	110,538	10.8
California State University	46,575	14.7
University of California	29,551	20.2

[5]Percentage of all students in a particular system, excluding non-resident aliens and ethnicity unknown. These are aggregated percentages and representation of specific groups within the APA population may be quite low. For example, Hmong may have a much higher percentage of representation in the California Community Colleges than in the University of California.

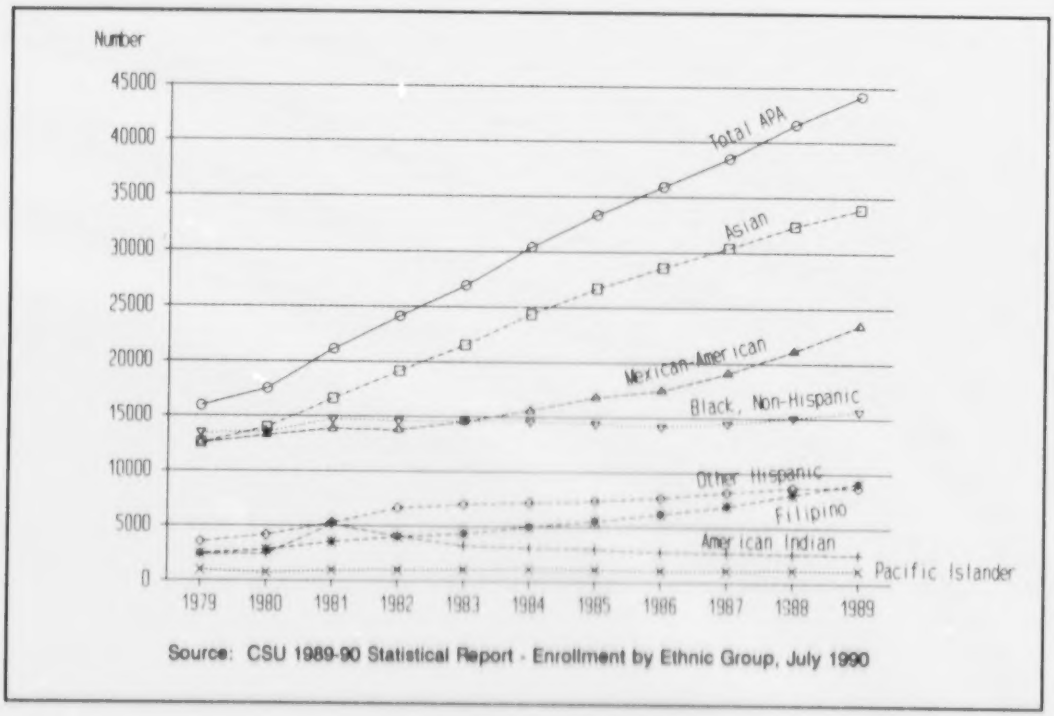
A recent study found that a considerably higher proportion of California's Asian high school graduates were eligible for admission to the University of California and California State University campuses than the state's high school graduates as a whole. In particular, the study found that 32.8 percent of Asian 1986 high school graduates met the eligibility requirements for the University of California compared to 14.1 percent of all 1986 high school graduates, and that one half (50%) of the Asian 1986 high school graduates met these requirements for the California State University compared to 27.5 percent of all high school graduates. The corresponding percentages for Filipino 1986 high school graduates were only 19.4 and 29.5 percent, respectively, only slightly higher than the percentages for all 1986 high school graduates. It must be noted that these statistics aggregate data for all Asian groups and that if statistics were available for specific groups, such as Southeast Asians, the figures would not be so favorable.

APAs in the CSU

Within the CSU system, APA enrollments, particularly at the undergraduate level, have increased dramatically over the past decade. Combined APA enrollments (Asians, Filipinos and Pacific Islanders) at all levels increased from 19,324 (8.9% of total enrollment) in 1979 to 49,797 (15.4%) in 1989. However, it should be noted that enrollments of Pacific Island students remained fairly constant during this period, whereas Filipino enrollments increased even more rapidly than those of Asians. In fact, if additional disaggregated data were available, they would undoubtedly show that there are substantially different rates of participation by the various APA groups. Combined APA enrollments at the undergraduate level increased from 15,940 (9.2%) in 1979 to 44,213 (16.9%) in 1989. These enrollments at the undergraduate level are compared with those of others groups in Figure 1.

Figure 1

CSU Nonwhite Undergraduate Enrollment by Ethnicity,
Fall 1979 to Fall 1989



Source: CSU 1989-90 Statistical Report - Enrollment by Ethnic Group, July 1990

CSU data for Fall 1989 (see Table 1) indicate that a larger proportion of APAs than students in general pursue majors in business, computersciences, and engineering, and that a smaller proportion pursue majors in communications, foreign languages, humanities, and psychology. Fewer Asians and Filipinos than students in general major in education, fine and applied arts, public affairs, and social sciences; however, a larger proportion of Pacific Islanders major in these disciplines.

According to Fall 1989 data, 608 (7.1%) of the 8567 tenured faculty in the CSU were Asian. In addition, 276 (11.9%) of the 2313 tenure-track (probationary) faculty were Asian, and 115 (8.5%) of the 1350 lecturers were Asian. All three categories of Asian faculty totaled 999 (8.2%) of the CSU faculty. In comparison, only 117 (4.9%) of the 2395 administrators in the CSU were Asian. Nationally, Asians comprised over three percent of all college faculty, but only one percent of all college administrators.

TABLE 1
APA and Total Enrollments in CSU Undergraduate Programs
(Percent by Discipline, Fall 1989)

Discipline	Asian	Filipino	Pacific Islander	All Groups
Agriculture	0.4	0.2	1.0	1.8
Biological Sciences	4.1	5.0	3.2	3.5
Business	32.9	27.9	27.9	23.7
Communications	1.6	3.2	3.2	4.4
Computer Sciences	6.9	4.7	4.3	3.1
Education	3.7	3.5	6.1	4.7
Engineering	19.3	13.7	8.6	8.7
Fine & Applied Arts	3.7	3.5	4.2	4.8
Foreign Languages	0.3	0.2	0.2	0.7
Health Professions	2.8	9.4	3.3	3.5
Letters	1.0	1.3	2.3	3.9
Mathematics	1.4	0.8	0.8	1.2
Physical Sciences	1.3	0.9	1.5	1.4
Psychology	1.9	3.2	2.8	4.9
Public Affairs	1.4	1.9	5.3	3.4
Social Sciences	2.6	3.6	6.8	6.6

Source: CSU 1988-89 Statistical Report - Enrollment by Ethnic Group, July 1990.

III. OUTREACH AND ADMISSIONS

The California State University stands at the forefront in developing programs that provide greater access to its campuses by ethnic minorities. These programs aim to diversify the student body of the CSU and provide educational opportunities for groups that hitherto have been underrepresented within higher education. Outreach programs that extend services beyond current limits give access to such underrepresented students and facilitate their transition to the CSU system.

On the surface, it would appear that issues related to access and transition of APAs in the CSU are not significant. As a group, APA students appear to be well represented on all campuses. This enrollment does not, however, reflect all the APA populations. Particular subpopulations of APAs in the CSU are underrepresented and need assistance.

Outreach

The primary target of outreach efforts by the CSU has been the populations identified as "traditionally underrepresented" within California postsecondary education--African American and Latino students. Outreach programs such as Student Affirmative Action, College Readiness, and Transfer Centers have focused their efforts principally on these students.

Recruitment

The recruitment of African American and Latino students continues to be highly appropriate. It appears, however, that a number of Asian Pacific subpopulations are also underserved in the CSU. These include Cambodians, Laotians, Hmong, Mien, and Samoans. The absence of disaggregated data for APAs hides the extent of underrepresentation for such subpopulations.

RECOMMENDATION 1: Each CSU campus should make efforts to ensure that underrepresented Asian Pacific American (APA) subpopulations within its campus-defined service area are identified and adequately served by its outreach programs using strategies and methods that are culturally appropriate for each sub-population.

The data on primary home language of students prepared by local school districts can be used to determine the representation of various APA subpopulations. Another source is the data provided by the California Basic Educational Data System (CBEDS). Underserved groups should then be incorporated in outreach activities sponsored by the campus, such as providing financial aid information and developing multilingual materials. Activities that increase awareness on a broader array of career options which emphasize majors in the social sciences, education, and humanities, as opposed to technology, math, and science should be included as well.

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Graduate Recruitment

While the admission of APA students at the undergraduate level is significant, the percentage of APAs enrolled in CSU graduate programs is approximately one-half as large. Graduate enrollment of APA students is heavily concentrated in Business, Computer and Information Science, Engineering, Mathematics, and Science programs. However, a significant underrepresentation of APAs exists in other graduate programs.

RECOMMENDATION 2: For CSU graduate programs in which APAs are significantly underrepresented, the recruitment of APAs should be incorporated in the targeted outreach efforts of the campuses.

Campus data can be used in identifying graduate programs in which APAs are significantly underrepresented. Units responsible for campus graduate outreach activities should make efforts to recruit APAs for these programs and disseminate information on financial aid programs; e.g. the CSU Graduate Equity Fellowship Program for Underrepresented Students, Forgivable Loan/Doctoral Incentive Programs, and the Pre-Doctoral Programs.

Admissions

Advocating fair and equal treatment of APA applicants in the admissions process also affirms support for the Affirmative Action/Educational Equity programs that CSU has implemented to address the issue of underrepresented ethnic populations. Support of non-discriminatory admissions practices should in no way be construed as counter to the Affirmative Action policies adopted by the CSU.

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Immigrant Students

Some APA immigrant students with previous college work in their countries of origin experience problems related to their transfer to the CSU. Failure to receive transfer credits for courses taken at foreign institutions is a common problem. In the CSU, there are only a limited number of resource books and individuals that interpret the complexities of foreign credits.

RECOMMENDATION 3: The CSU should facilitate the admissions process for immigrant students to ensure that they are awarded appropriate credit for college work completed in their countries of origin.

The Chancellor's Office should convene a small task force of individuals especially knowledgeable about the evaluation of academic credit earned in foreign institutions. The task force would prepare and annually update a list of accurate and reliable resource books on the evaluation of academic credit earned in foreign institutions. The list would be distributed to campus admissions offices. The Chancellor's Office should also explore the feasibility of providing training in this area to campus admissions officers.

TOEFL Fee Waivers

An acceptable TOEFL score was originally established as an admissions requirement for foreign students. Presently, the policy applies to all undergraduate applicants, regardless of citizenship, who have not had a minimum of three years of secondary school level instruction in an institution where English is the primary teaching language. This policy affects an increasing number of permanent resident immigrant students who must pay for the TOEFL, in addition to the other costs incurred in the process of college application. The absence of a fee-waiver policy has hindered applicants who do not have the financial resources to pay the test fee.

RECOMMENDATION 4: As a major user of the TOEFL, the CSU should explore the possibility of obtaining fee waivers for low-income immigrant applicants from the Educational Testing Service, similar to the provision in place for the SAT examination. The CSU should also consider using an alternative test or developing its own test, which would provide a more comprehensive and accurate assessment of the English proficiency skills of APA immigrant students.

The Chancellor's Office can formally convey CSU's concerns to the Educational Testing Service regarding the effect the lack of fee waivers has on low-income immigrant students who must present a TOEFL score. The request should emphasize that the CSU is the only U.S. higher education system where a majority of TOEFL test takers are immigrant rather than foreign students. The CSU should also consider other instruments in place of the TOEFL to assess English proficiency of immigrant students. Other institutions, such as the City University of New York, have developed their own tests for this purpose.

Some APA immigrant students with previous college work in their countries of origin experience problems related to their transfer to the CSU.

Impacted Programs

While admission to the CSU for those meeting eligibility requirements does not appear to be a major problem at this time, there are impacted academic programs that apply additional criteria to the admission of students to their majors. In addition, as enrollment in the CSU continues to increase, several campuses are now

developing criteria for limiting enrollment. For several CSU campuses, writing proficiency as demonstrated by passing a CSU examination is a requirement for admission into impacted programs. Some APA immigrant students, particularly those transferring from community colleges, who are otherwise eligible to enter impacted majors, are not admitted because they cannot meet the writing proficiency requirement.

RECOMMENDATION 5: When applicable, campuses should review the writing proficiency examination used by impacted programs to assess its validity for determining whether or not immigrant students should be admitted into such programs.

Depending on how they are administered and scored, writing proficiency examinations may or may not be valid indicators of whether or not immigrant students can succeed academically in impacted programs. Their validity as a screening device for selecting applicants for admission should be determined. Moreover, examinations used to determine writing proficiency at graduation should not be used to screen applicants for admission into impacted programs. More generally, APAs should be treated fairly in the admissions process for impacted programs. The process should be open and accountable.

IV. CAMPUS CLIMATE AND RETENTION

A number of issues related to campus climate and retention for APA students in the CSU emerged from the third systemwide administration of the Student Needs and Priorities Survey (SNAPS) conducted in 1989. As in the previous surveys (1981 and 1984), the sample was broadly representative of the more than 350,000 students in the CSU system. The SNAPS studies show that for the past decade APAs have been the least satisfied student group. While African Americans and Latinos expressed high approval of the institutional support they received, APAs were dissatisfied and relied on personal resources instead of student services. The 1989 report, in commenting on the "pervasive sense of dissatisfaction displayed by Asian students," found that "The above-average negative assessments cut across all issue areas -- faculty, instruction, advising, student services, and campus social life. Such perceptions and attitudes appear to be unrelated to whether the student is a recent immigrant from Southeast Asia or a native citizen of Japanese or Chinese ancestry. The cultural as well as institutional factors which lie behind these findings deserve further study" (p. 45).

The SNAPS studies show that for the past decade APAs have been the least satisfied student group.

Further information on issues related to campus climate and retention was obtained from the statewide hearings as well as in the review of numerous documents and reports. An alarming number of APA students appear to be experiencing intense psychological stress and alienation from their campus environment and student support programs. These psychological problems have been exacerbated by racial harassment. All these are buried beneath the day-to-day stress of learning mainstream skills and gaining knowledge in their fields of study. Cultural differences and the "model minority" stereotype imposed upon APAs have also created resentment from other students which further aggravates their sense of alienation. These pressures weigh most heavily on APA refugee students, who feel the shame of being on welfare, helpless about their refugee status, and guilt for having survived life-threatening situations that forced them out of their home countries.

An alarming number of APA students appear to be experiencing intense psychological stress and alienation from their campus environment and student support programs.

At the statewide hearings, APA students repeatedly said they did not feel comfortable with regular student service programs. Campus indifference to APAs was also corroborated in testimony from an Asian counselor who stated that, contrary to the stereotype that APAs do not seek mental health assistance, she was overwhelmed by the number of APA students who sought such assistance and frustrated that she had to turn many away. Also, a Chinese American staff member, in addressing her experiences with Southeast Asian students, noted that the high degree of stress induced by academic rigors and language difficulties is further exacerbated by cultural adjustments, value conflicts, and the experience of overt and subtle racism. In addressing career development programs, another counselor reported that out of 26 APA engineering graduates from her campus, 18 were not employed; of those that were, many entered technical rather than professional positions. Prospective employers had identified poor communication skills as a major problem.

The needs of APAs often go unnoticed among student support services staff, faculty and administrators. In order to respond, the CSU must take an "holistic" approach and acknowledge that the retention of APA students is linked to campus climate which, in turn must be sensitive to the economic, cultural and generational qualities of the APA communities. Multiculturally responsive student support services and integrative campus climate policies must be developed and implemented to address effectively the complex issues surrounding the retention of APAs.

Campus Climate

In recent years, there has been a resurgence of anti-Asian prejudice and discrimination that is pervading the wider society, including college campuses. This disturbing conclusion is supported by three reports

studied by the committee.[6] Although no data have been systematically gathered on incidents of verbal abuse and violence against Asians, many news reports of specific incidents support the contention of a pervasive anti-Asian sentiment. The Attorney General's 1986 report cites numerous newspaper articles which describe incidents of violence against Asians. A recent Time cover story (April 9, 1990), entitled "America's Changing Colors," refers to Asians as the fastest growing minority in the U.S. and records an uneasiness about Asian immigrants and refugees and an increasing backlash against them among many native-born American groups.

In *Crossing the Schoolhouse Border*, a California Tomorrow policy research report (1988), Olsen reports that Asian students are being called names and physically assaulted in California's K-12 schools. They are being called such racial epithets as Gook, Nip, Jap, Chink and Yang. Many non-Asians, unable to distinguish Asians from each other, often tell Vietnamese refugees to "go back to Japan." APA students entering the CSU often experience a slightly less obvious and more muted racism. The testimony at the statewide hearings and other resource documents clearly reveal that students of color, specifically Asian Pacific Americans, often do not feel safe or welcome on campus.

The testimony at the statewide hearings and other resource documents clearly reveal that students of color, specifically Asian Pacific Americans, often do not feel safe or welcome on campus.

According to one definition, campus climate "embraces the culture, habits, decisions, practices, and policies that make up campus life. It is the sum total of the daily environment, and central to the 'comfort factor' that minority students, faculty, staff and administrators experience on campus...because the climate is so central to all other efforts to improve minority participation, it is both the departure and the culmination of all other efforts (*Minorities on Campus: A Handbook for Enhancing Diversity*, Madeleine F. Green, ed., Washington, D.C.: American Council on Education, 1989, p. 113). A safe and welcoming campus climate for students in general is one in which they experience no verbal and physical abuse and have fair access to campus resources. The California Code of Regulations, among other statutes, mandates the students' right to a safe environment.

Monitoring Campus Climate

The level and intensity of racist incidents is difficult, if not impossible, to measure, especially those of a more covert nature which can be even more damaging to an individual's sense of self-esteem and belonging. Many APAs are reluctant to speak up and most non-APA students and staff are unaware of these experiences. However, a recent survey of 300 students on one CSU campus showed that 68 percent of the Asian students in the sample, compared to 30 percent of the white students, saw racial harassment as a problem on campus, the highest percentage of any ethnic group in the sample. Moreover, Asian students reported more personal experiences of racism than any other group.[7] In the face of the racial harassment experienced by minority students and staff in the CSU system, existing institutional mechanisms must be reviewed for their effectiveness in addressing the needs of all students, but with a particular focus on APAs.

Moreover, Asian students reported more personal experiences of racism than any other group.

RECOMMENDATION 6: The CSU should review the monitoring of racial harassment on campuses, with particular attention to Asian Pacific Americans, who are generally not perceived as victims.

The CSU Chancellor's Office should define general guidelines for establishing a mechanism on each

[6]Attorney General's Commission on Racial, Ethnic, Religious and Minority Violence, Final Report (April 1986); Attorney General's Asian and Pacific Islander Advisory Committee, Final Report (April 1988); and A Report to Attorney General John K. Van de Kamp on Patrick Purdy and the Cleveland School Killings (October 1989).

[7]Based on survey conducted by Stella Theodoulou, a political scientist professor in Fall 1990 at CSU, Northridge.

campus, such as a campus climate committee, for monitoring incidents of racial harassment, with particular attention to incidents in which APAs are the victims. The critical role of the Statewide Academic Senate and the California State Student Association in addressing campus climate issues should also be acknowledged and encouraged.

Need for Leadership and Action

The leadership of the campus president is particularly important in creating a safe and welcoming campus environment for students from all backgrounds. Strong public statements on this issue by the president, as well as by other top administrators, the campus academic senate and the associated students organization are essential.

RECOMMENDATION 7: Each campus, especially through its president, should take strong, visible leadership to promote positive human relations on campus, and should establish a committee to monitor, evaluate and make recommendations for improving campus climate, with particular attention to how it affects APA students.

The president should create a committee which sets and implements policies and strategies for improving campus climate. This committee would continuously monitor the campus climate and update policies as necessary. The committee membership should include APA staff, faculty, students, and community members. The committee's effectiveness should be evaluated periodically.

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Improving Campus Responsiveness

Most campuses have mechanisms through which complaints can be adjudicated (e.g., an ombudsman office), but whether they reach out to and meet the needs of APAs is questionable. The statewide hearings revealed that most APAs (especially the foreign-born) have not used such resources, partly because of their lack of knowledge but more likely due to their discomfort with such approaches to solving human relations problems and the insensitivity of these approaches to differing cultural values. As a result, many APA students suffer needlessly.

RECOMMENDATION 8: Each campus, in conjunction with its campus climate committee, should review the current process of adjudication to ensure its effectiveness in dealing with complaints from individuals of diverse cultural backgrounds and providing mediation and support in grievance proceedings.

The existing campus grievance procedures should be re-examined and updated to ensure that they adequately address student grievances, as well as those of faculty and staff. In particular, the extent to which APAs utilize existing grievance procedures should be thoroughly investigated and, if found wanting, upgraded to address the problems of APA students. In order to encourage greater utilization of existing procedures by APAs, APA professionals and student interns should be hired to provide role models and to facilitate communications with APA students.

Inservice Training

During the statewide hearings, a professor and two students commented on a campus newspaper which headlined a story "Vietnamese Students Cheat." Such incidents lead to troubled race relations which are frequently the result of cultural misunderstanding. One student tearfully described a professor's "trashing" of her term paper and the professor's unwillingness to review the problem areas with her. Instead, she testified, he told her she "shouldn't be in college at all." On the lack of counseling, a Vietnamese student noted that "counseling certainly wasn't helpful...I felt like I wasn't even wanted." In relating her attempt to obtain a student writing job, a Filipino student noted she was passed over for a white student whose portfolio and previous writing experience was significantly less than her own. She stated that "since I didn't want to label the situation racist, I began to feel very inferior...I felt dehumanized."

RECOMMENDATION 9: Each campus, in conjunction with its campus climate committee, should provide inservice training to faculty, staff and student leaders regarding APA populations and encourage them to take responsibility for efforts to improve campus climate.

Workshops and seminars should be conducted for faculty, staff and students to sensitize them to the problems of racial harassment encountered by APAs and other minorities. The workshop and seminar leaders should include APAs who are knowledgeable about the special problems and concerns of APA students.

Student Retention

Student retention is a broad issue that is affected by everything from the preparation of entering students to the quality of instruction to campus climate. Three recent CSU systemwide studies, summarized below, have emphasized the importance of university-wide responsibility for improving the retention of all students, especially those from underrepresented groups.

Educational Equity in the CSU: Which Way the Future -- Issued in 1986 and designated by the Board of Trustees as the guiding policy for CSU educational equity efforts, this report stated unequivocally: "The responsibility for educational equity must be assumed by the entire campus." The report also emphasized the importance of increasing the involvement of faculty in the retention of minority students (p. 28).

Report of the Educational Support Services Master Plan Task Force -- In June 1989, the CSU Board of Trustees adopted the Student Services Master Plan developed by the Task Force. Among the five components of the Master Plan is the following requirement: "Mandatory evaluation of student services and development of programs at least every five years using objective standards." The importance of using both quantitative and qualitative measures and program priorities, student utilization, and staff effectiveness is stressed (pp. 18-20).

Faculty Involvement in Student Retention Task Force -- In September 1990, the CSU Board of Trustees received the report of the systemwide Task Force and directed the Chancellor "to direct that the campus presidents and faculty actively pursue the goals of the recommendations of the report, subject to available resources, and file periodic reports on campus progress towards the goals." The report emphasizes that campus retention plans should recognize the centrality of faculty involvement to the success of retention programs and that at-risk students should receive priority in the provision of retention efforts.

It is imperative that those responsible for providing student support services ensure that they effectively serve all students.[8] Categorical programs, such as the Educational Opportunity Program (EOP) and Student Affirmative Action (SAA), have been necessary because students from underrepresented groups were not adequately served by existing student services. As a result, counterparts of various student support services emerged in these programs. For example, since EOP was established in the late 1960's, on most campuses EOP staff conducted their own outreach because they concluded university outreach staff were not sufficiently committed to seeking out students from underrepresented groups. Also established were a mini-admissions and financial aid service within EOP, an EOP counterpart to the campus learning assistance center, and elements of the campus counseling center. Minority students asked for these counterpart services because they felt staff in the campuswide services were not sufficiently responsive to their concerns and often insensitive to their unique needs.

It is imperative that those responsible for providing student support services ensure that they effectively serve all students.

Now that those formerly known as "minority" students are becoming the majority, campuses must take additional steps to ensure that all campus student support services are fully responsive to the needs of all students. Maintenance of special programs isolated from the university mainstream can be justified no longer. University-wide student services must be held

[8] CSU defines student services as "those services and programs designed to: a) assist students in identifying, clarifying, and achieving their educational goals, b) improve the quality of student life on campus, c) enhance the campus learning environment, and d) improve student access to, and retention in, the university."

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accountable for having staff prepared to recognize and understand the needs of all students, sensitive to unique cultural contexts, and qualified to deal with problems or arrange appropriate referral. For example, if counseling center staff are viewed by APA students as unprepared to help them, steps should be taken to remedy this rather than establishing a separate office or function for addressing the counseling needs of APA students.

Student Support Services[9] to APA Students

The statewide hearings and Affirmative Action data reveal that, typically, APA students seek APA faculty for academic advising and counseling services, primarily because their non-APA faculty often display insensitivity and ignorance of their cultural backgrounds and needs.

The issues of counseling and psychological services that relate to APAs are similar to the advising concerns. In particular, testimony at the hearings revealed that immigrant and refugee groups suffer tremendous stress and alienation from the unfamiliar campus environment. Compounding this is their reluctance to seek counseling because of the stigma attached to it. In addition, the visible lack of native-born and bilingual foreign-born APA counselors may not allow the process of networking and outreach to include APA students.

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A major problem, of which campus career and placement services must be made aware, is the stereotyping of APA students as being only proficient in math and science, leading them to be channeled into a narrow range of occupational fields, a process that may occur initially at the K-12 levels. Moreover, many APAs are alienated from the "social grapevine" utilized by majority students. They often do not have access to such a network to develop contacts early in their educational experience regarding, for example, internships and cooperative education programs. As a result, APA students are not being encouraged to available majors and have limited opportunities to make choices based on their own interests and skills.

Many APAs do not subscribe to Western medical models and treatments, and student health services on most campuses appear to have little awareness of traditional Asian medicine. Moreover, many of the APAs that comprise the CSU student population come from tropical countries and have health problems that may sometimes elude diagnosis and treatment by health care staff. Diagnosis and treatment is sometimes further complicated by the fact that APAs are more prone to psychosomatic symptoms, possibly due to their reluctance to seek psychological counseling and their tendency to internalize psychological stress.

Student health services on most campuses provide very little information and very few programs to address the particular health service needs of APA students. Many of the APAs that comprise the CSU student population come from tropical countries and may have health problems that elude diagnosis and treatment by traditional health care staff. The initial reluctance of APAs to seek psychological counseling may lead to psychosomatic symptoms of internalized stress while the causes may be unknown to the medical staff administering treatment.

The initial reluctance of APAs to seek psychological counseling may lead to psychosomatic symptoms of internalized stress while the causes may be unknown to the medical staff administering treatment.

Learning assistance programs are designed to improve existing learning and study skills of students and, where necessary, to provide support to students with basic academic deficiencies. Evidence indicates that APA students, particularly immigrants, are not being given adequate tutorial and learning assistance in English language skills (see Section VI).

[9]These services include a) academic advising, b) counseling and psychological services, c) career and placement services, d) health services, e) learning assistance programs, and f) orientation and transition services.

Orientation/transition services assist new and returning students (and frequently their families) in their transition to higher education by providing them with information on the nature and purpose of the institution, campus expectations of students, and the range of educational opportunities. For APAs, these orientations do not address the acculturation needs of immigrants and refugees or transfer students. Furthermore, APA transfer students have specialized needs that are not being met by campus orientation programs.

RECOMMENDATION 10: In conducting the Trustee-mandated periodic evaluations of student support services, each campus should review the extent to which APA students are being underserved, and implement steps to ensure that the needs of these students are being adequately met by all areas of student support services.

Since each campus is required to review its student support services at least every five years and make any necessary programmatic adjustments, addressing the needs of Asian Pacific Americans as one of the client populations simply means using an already existing procedure. The student services evaluation standards (Appendix E of the Educational Support Services Master Plan) should be used to evaluate and plan for the enhancement of campus student service programs to better address the needs of APAs.

Each campus can identify APA students who are "underserved" and hence eligible for services from which they might otherwise be excluded. A campus might take the following steps to meet the needs of APA students: 1) implement inservice training for faculty to assist them in the academic advisement of these students and provide better coordination between student support services units and the faculty; 2) provide counseling staff with training in dealing with APA students, hire APA staff who have the necessary linguistic, cultural and social skills, and develop networks with community and student organizations for assistance and as part of an outreach effort; 3) develop ways of encouraging APA students to take language and writing courses and to pursue careers in fields in which APAs are severely underrepresented, and provide APA students with supervised internship and field training programs for course credits in school and department offices that may use their bilingual and bicultural skills; 4) provide training to student health services personnel to help them understand the cultural and communication differences between Western and Asian medical practices and the expectations of APA students in order to address the special health needs of APAs; and 5) expand and modify transfer programs to serve underrepresented APA groups and to facilitate the transfer of APA students from community colleges.

Improving Interactions with Faculty and the Social Environment

Campuses must enlist the help of the faculty in improving the retention of APA students. The Faculty Involvement in Student Retention report (1990) identifies the faculty's role in three areas as crucial to effective retention: 1) quality of instruction, 2) academic advising, and 3) faculty-student interactions outside the classroom. The report notes that, "Face-to-face contact with faculty beyond the classroom is the most effective means of promoting student persistence." In addition, the student's impression of the campus will be shaped largely by his/her formal or informal interactions with the faculty. The faculty's role is particularly critical among first-generation APA students who may not receive family or peer guidance regarding the values and expectations of the university.

Campuses must also make efforts to expand the social environment of APA students. Due to cultural and racial barriers, APA students are not as involved as other students in extracurricular activities (e.g., student government) or in social and cultural activities that bring them into frequent contact with students of other ethnic backgrounds. Such activities can provide them with valuable experiences that will help them develop the interpersonal and leadership skills they need to develop both socially and professionally.

Campuses must also make efforts to expand the social environment of APA students. Due to cultural and racial barriers, APA students are not as involved as other students in extracurricular activities...

RECOMMENDATION 11: Each campus should develop approaches to encourage faculty to establish stronger, supportive relationships with APA students, especially outside of the classroom, and find ways to increase the involvement of APA students in extracurricular, social and cultural activities.

Faculty mentor and academic advising programs established on many CSU campuses help develop closer relations between faculty and students. These programs should make every effort to reach out to APA students and to be culturally sensitive to their needs. Training programs to sensitize faculty to the cultural backgrounds and academic needs of minority students should include a component on APA students. Each campus should enlist the assistance and leadership of its academic senate to promote the involvement of faculty in these efforts.

Campuses should also support programs which recognize the social and cultural needs of APA students, such as special cultural events or a student center. APA student leadership can be developed through a retreat with campus faculty and administrators and inservice training programs. Programs and resources can be provided for both inter- and intra-cultural interaction with APA and other students by establishing a place on campus, such as a multicultural center, where they can feel a sense of support and belonging and share learning experiences. Such a center could promote cross-cultural and racial understanding of the entire campus community. Closer ties can be developed to the APA communities, especially those whose youth are underserved, by adding APA students, staff, and community members to campus boards which affect campus climate. The student government association on campus should be encouraged to play a leadership role in these efforts.

V. CURRICULUM AND INSTRUCTION

Like the curriculum in most institutions of higher education, the curriculum in the CSU system tends to be based on a dominantly Eurocentric perspective in which Western civilization is seen as the primary source of knowledge. Professor Charles Muscatine has noted that such a curriculum implicitly teaches assimilation into White Anglo-Saxon Protestant culture.

> *This culture has superb attributes, and many a generation of immigrants has been successfully drawn by education into its fold. But it is far from perfect, and critical scrutiny of it from a variety of minority viewpoints has already brought about deep changes in our view of WASP civilization and of "Western Culture" generally. Take for example the revaluation forced on our history of Western culture by the women's movement. Add to that the work of thinkers who take a non-Establishment view of colonialism, of slavery, of war, of the distribution of opportunity and power, and you will see that a responsible and coherent response to the views and orientations of minority Americans would continue a healthy, needed re-appraisal of the ideals of Western culture* (Muscatine, 1985).

The perpetuation of this Eurocentric perspective denigrates the values, perspectives and experiences of people of color who now comprise nearly one-half of California's population. When students of color were fewer in number, the lack of a multicultural approach to education was not perceived as a significant issue. However, the majority is changing and the problems wrought by the existing educational model are clearly evident.

A rethinking of what constitutes a liberal education is essential. An education based on an Eurocentric curriculum poorly serves <u>all</u> students. In public testimony before the committee, one professor aptly labeled this process the "miseducation" of students. In the context of a multicultural society, the process of "miseducation" affects both students of color and white students, for an Eurocentric curriculum cannot address the reality of their mutual world. A multicultural curriculum as the basis for a sound liberal education is a much preferred alternative for at least three good reasons.

A rethinking of what constitutes a liberal education is essential. An education based on an Eurocentric curriculum poorly serves all students.

First, if learning begins with self-knowledge, as many learning theorists maintain, then students of color should <u>see themselves</u> in the curriculum. How else can they define their roles in society, gain a sense of "belonging" to the society, and understand their relationship to others? In his recent book, *Strangers from a Different Shore*, historian Ronald Takaki makes this point quite cogently:

> *Many classics in the field of American history have also equated "American" with "white" or "European" in origin. In his prizewinning study, <u>The Uprooted</u>, Harvard historian Oscar Handlin presented—to use the book's subtitle—"the Epic Story of the Great Migrations That Made the American People." But Handlin's "epic story" completely left out the "uprooted" from lands across the Pacific Ocean and the "great migrations" from Asia that also helped make "the American people." Eurocentric history serves no one. It only shrouds the pluralism that is America and that makes our nation so unique, and thus the possibility of appreciating the rich racial and cultural diversity remains a dream deferred.*

One can only imagine the impact of Handlin's widely read book had it included the experiences of APAs and other people of color. Such a history would certainly have been more meaningful to APAs and would have deepened their understanding of the experience of the early APA immigrants by helping them see it in a broader, comparative context. Moreover, the average American's perception of APAs might have been subtly changed from seeing them as strangers and intruders who still need to be "Americanized" to seeing them as full-fledged Americans whose forebears were among the pioneers who contributed to the making of America.

By extending this one example to many, many other curricular materials, one can readily see the enormous impact that such changes would make.

Second, a liberal education should prepare students for their future in a society of diverse cultures and peoples by providing them with some basic understanding of the nature of that society. In particular, they should know something about the experiences, perspectives and cultural sensibilities of people of color who will soon comprise over one-half of the state's population. They should also know something about the countries of Asia, Africa and Latin America in which nearly 80 percent of the world's population live.

Third, educating students about the experiences, perspectives and cultural sensibilities of people of color would greatly enrich the intellectual and cultural life of our society. Such an education would enable more people to understand and appreciate the scholarly and creative works of people of color, resulting in a much wider audience for these works. Too often, however, they lack this background of knowledge, and as a conseqence, minority writers and artists often have difficulty finding a base of support even in their own communities. Thus, their creative efforts receive little reinforcement; while others are discouraged from following in their footsteps.

... educating students about the experiences, perspectives and cultural sensibilities of minorities would greatly enrich the intellectual and cultural life of our society.

Ethnic Studies/Asian Pacific American Studies[10]

Although the enrollment of APA students is the largest of any minority group in the CSU system, they have the fewest opportunities to learn about themselves because Asian Pacific American Studies programs have been established only on a handful of campuses. Asian Pacific American Studies fulfills an important educational need, but it is often not seen as a legitimate discipline. Such attitudes serve as a barometer of the Eurocentric bias so inherent in academic institutions, which have grudgingly accepted African American and Mexican American/Chicano Studies on their campuses. However, efforts to mount quality Asian Pacific American Studies programs, as well as Native-American Studies programs, continue to flounder on most campuses. Establishment of these Ethnic Studies departments is critical to the development of a truly multicultural curriculum.

An understanding of the experiences, perspectives and cultural sensibilities of APAs may be fostered by formal academic training in Ethnic Studies, but is solidified only in the context of community familiarity. A student in an APA Studies course testified that the white professor, whose field was not APA Studies, focused on a very narrow range of cultural perspectives that made APAs appear as mindless hordes of people rather than free-thinking individuals. Qualified Asian Pacific Americanists should develop and teach APA Studies, but currently there are very few such faculty, especially APA faculty, on CSU campuses (see Section VII).

Although Asian Pacific American Studies serves the purpose of developing self-knowledge, its benefits extend far beyond this. Dr. James Okutsu, a professor at San Francisco State University, has gathered preliminary empirical evidence of the positive impact APA Studies courses have on the campus environment and the self-image of students. Disturbed by the SNAPS survey findings that APA students are consistently less satisfied than other students with their educational experiences, Okutsu administered the survey to students enrolled in APA Studies courses and found a significantly higher level of satisfaction among these students. These findings suggest a correlation between relevant curriculum/faculty and student satisfaction.

Just as APAs have ample opportunity to learn about the Euroamerican experience, non-APA students must likewise be presented the opportunity to learn about the Asian Pacific American experience. Unless students learn about people different from themselves, race relations will remain in conflict. Whereas, the racial animosity directed at APAs hurt them the most, the

[10]A distinction must be made between Asian Pacific American and Asian Studies. Asian Pacific American Studies is interdisciplinary, focusing on the experiences and culture of Asian Pacific Americans, i.e., people of Asian/Pacific heritage in America. Asian Studies is also interdisciplinary but focuses on the peoples, histories, cultures and nations of Asia.

consequences of continued or worsened racial antagonism in a pluralistic population would be very costly to the society as a whole.

Just as APAs have ample opportunity to learn about the Euroamerican experience, non-APA students must likewise be presented the opportunity to learn about the Asian Pacific American experience.

RECOMMENDATION 12: The CSU should establish an Ethnic Studies Council, which would assist CSU campuses in the development of Ethnic Studies, with high priority given to the development of Asian Pacific American Studies and American Indian Studies.

This Council could play a facilitative role by assisting the CSU campuses in developing well-conceived, high quality Ethnic Studies programs. It should give high priority to the development of Asian Pacific American and American Indian Studies which are currently not available on most CSU campuses. Due to the void of qualified APAs on many campuses, the Council should also consider effective recruitment strategies to attract and retain qualified Asian Pacific Americanists. The Council should be broadly representative of the various ethnic groups and include faculty, staff, administrators, and students.

At a minimum, the curriculum should include courses analyzing the history of the APA experience, the role of APAs in the U.S. historical and political process, an introduction to APA cultures and communities, advanced courses examining the process of community development within specific APA groups, families, and personality development. Where appropriate, these courses should be included in the General Education curriculum.

Once established on the CSU campuses, Asian Pacific American Studies programs can educate students in a variety of professional fields about the needs of APA communities. They can also provide in-service seminars for teachers, health care providers, corporate officers, human resource developers, and public service agents such as police officers, fire fighters, emergency personnel, among others. Certificate programs could be developed for a number of these professional fields.

General Education

Integrating Multicultural Perspectives into General Education

The faculty on CSU campuses must rethink what they teach and redesign the General Education curriculum to incorporate multicultural perspectives. In light of the societal transformation taking place, adding a lecture or two on the experiences and contributions of a few minority groups would be totally inadequate. Such an approach pushes people of color to the margins, treats them as second class citizens, and considers them only as an afterthought. The incorporation of minority perspectives envision human phenomena that extend beyond white Americans. It should lead to the development of alternative conceptual frameworks which significantly restructure a discipline or fundamentally alter the conventional interpretations in a field.

The faculty on CSU campuses must rethink what they teach and redesign the General Education curriculum to incorporate multicultural perspectives.

To take just one example from the field of history, consider the detention of Japanese Americans during World War II (c.f, Section II). In most U.S. history courses, this long-omitted episode, if mentioned at all, is introduced by recounting the trials and tribulations of the victims. Rarely are basic questions raised as to why such a blatant violation of the basic constitutional rights of American citizens was allowed to occur in the first place. In order to find answers to such questions, students would have to study not only the victimized group, but also some of the broader forces that were at work in both the nation and the world. Such an examination would force students to reexamine their presumptions about the democratic nature of our society and develop alternative perspectives on the history of that period. They would, thereby, develop a better appreciation for the vigilance required to make democracy work for everyone and a better understanding of why historians often arrive at conflicting interpretations.

RECOMMENDATION 13: Each campus should evaluate its General Education program and, where appropriate, redesign the program to incorporate

multicultural perspectives into courses in such fields as basic skills, humanities, social sciences, arts, and U.S. history and politics. These courses should introduce students to alternative conceptual frameworks based on minority perspectives and include significant coverage of APAs and their perspectives.

The CSU should sponsor professional development opportunities for faculty who teach General Education courses to help them incorporate the theories, themes, and works of Ethnic and Women's Studies. CSU campuses should be encouraged to conduct seminars for this purpose in various subject areas, such as basic skills, humanities, social sciences, arts, and U.S. history and politics. These seminars should be conducted by faculty who have the necessary expertise, such as the Ethnic Studies faculty, to assist other faculty in integrating multicultural perspectives into their courses and in teaching such courses to an increasingly diverse student population. Incentives in the form of fellowships, grants and sabbaticals should be provided to faculty who wish to engage in such activities.

Establishing a Multicultural General Education Requirement

A growing concern on CSU campuses is the re-emergence of racial intolerance. Section IV provides ample evidence of anti-Asian behavior and attitudes. It should be acknowledged, however, that students of color are also guilty of racism against other people of color as well as whites. APA students, as participants in the larger society, are no less prone to these manifestations of malice than others. The CSU, as the nation's largest four-year institution of higher learning, should take a leadership role in eliminating, to the greatest extent possible, racial antagonism in American society. A major step in that direction would be to acquaint all CSU students with the nature and consequences of both racism and sexism through a multicultural General Education requirement.

The CSU, as the nation's largest four-year institution of higher learning, should take a leadership role in eliminating, to the greatest extent possible, racial antagonism in American society.

While students are the primary beneficiaries, faculty, staff, and administrators would also benefit in developing and in team-teaching courses that meet this requirement with their Ethnic and Women Studies colleagues. Faculty must learn how to teach in a multicultural university. Learning the perspectives and issues of people of color would be a crucial step in this process. In doing so, faculty would gain direct experience in addressing multicultural issues in the classroom with an increasingly diverse student population. As the faculty undergo this process, their students should learn about the difficulties and complexities of dealing with the diversity which they will be facing in the work place after they graduate.

RECOMMENDATION 14: In order to ensure that students have an understanding of the social dynamics of our increasingly pluralistic society and to reduce racial and gender tensions, each CSU campus should adopt a multicultural General Education requirement which can be fulfilled by the completion of a course in comparative race, gender, and ethnic relations prior to graduation. If possible, this course should be required at the upper-division level.

This requirement could be met by a variety of courses in different disciplines, but all of these courses would have to cover certain common themes and concepts. They would be expected to provide a comparative and historical analysis of race, ethnic, and gender relations in America. They should also provide students with an understanding of the major theories and paradigms developed in the fields of Ethnic and Women's Studies during the last two decades, and ground those models in historical and contemporary examples and themes from American society.

The specific design of a course should be a product of collaborative efforts by the Ethnic and Women Studies faculty and faculty from various other disciplines on each campus. Thus, the creation of the necessary courses would be dependent upon the availability of qualified faculty from the four major areas within Ethnic Studies and from Women's Studies. However, faculty of color are among the most overextended in the university and on the majority of campuses qualified APAs have yet to be hired. Hence, the development and teaching of these courses would require the hiring of qualified, new faculty (see Section VII).

Teacher Education

The vast majority of teachers in the state are graduates of CSU campuses. Moreover, minority students now comprise the majority of K-12 students in the state.

Therefore, the development of teacher education programs that will prepare K-12 teachers for linguistically and culturally diverse students in California schools is a high priority for the CSU. The Teacher Education Committee of the Statewide Academic Senate recently listed a number of changes needed in teacher education to achieve this purpose. These changes include the recruitment and retention of minority teacher candidates to serve as role models for underserved students and for all teacher candidates; preparation in English as a Second Language methodology and techniques; developing appreciation and sensitivity to multicultural diversity; modeling by university professors of various instructional strategies which are appropriate for students who are linguistic and cultural minorities; and the forming of partnerships between institutions of higher education and public schools.

Recruitment of APAs into Teacher Education Programs

Data on applicants who have applied to credential programs show that out of the 10,872 applicants coded by ethnicity, only 329 (3%) were Asian American and 9,022 (83%) were European Americans (Academic Senate, 1990). Of the students enrolled in the multiple subject credential programs, APAs comprised only 3.3 percent. Given the continued faculty need at all levels of education over the next decade, APA and other students of color should be encouraged to enter and be given the necessary support to progress through the academic pipeline to complete teacher preparation programs. As stated in testimony by the President of the Association of Chinese Teachers, "We cannot hope to restructure our schools without knowledge of those that we serve .... Yet, every day we expect teachers to teach student populations about whom they know nothing .... We want faculty who can be resources to their colleagues and to their students who, in turn, will be the teachers of tomorrow."

RECOMMENDATION 15: The CSU should expand its efforts to encourage and recruit APAs to go into the teaching profession.

APAs should be included in targeted efforts by the CSU aimed at increasing the number of minority students going into the teaching profession. Schools of Education should work in concert with campus outreach programs and APA communities to publicize the rewards of the teaching profession and to develop culturally appropriate outreach materials for particular APA communities in their service area. Incentives in the form of financial aid and other student support service options should be explored.

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Recruiting Undeclared Majors

Mechanisms are needed not only to encourage students to pursue teaching careers, but to ensure they receive the academic preparation needed to enter the appropriate professional preparation programs (see discussion on Ethnic/APA Studies programs and development of a multicultural curriculum, as well as the recommendations contained in Section VI concerning English language proficiency). In addition, efforts should be made to recruit APA community college transfer students into CSU teacher education programs.

RECOMMENDATION 16: Campuses should develop mechanisms to identify and contact, as early as possible, APA students who are lower-division undeclared majors or are planning to transfer from community colleges to encourage their interest in the teaching profession and to determine their potential as teacher education candidates.

Schools of Education should work with community colleges to develop the articulation of coursework appropriate for transfer; work with local community colleges and high schools on 2+2+2 programs for early identification and encouragement of students for entry; and develop career ladder programs to assist teacher aides to become teachers, particularly in critical shortage areas. Multiple and single subject waiver programs should require candidates to have adequate training in multicultural curriculum prior to acceptance. Training in language acquisition and the theories and methods of teaching limited-English proficient students should be required.

Helping APAs Pass the CBEST

The CSU should ensure that APA students who need further basic skills development receive early assistance in attaining the necessary level of proficiency to pass the California Basic Educational Skills Test (CBEST), a requirement which must be met by anyone who wishes to teach in California. The reading portion of the

CBEST examination tends to present the greatest difficulty, particularly for immigrant and refugee groups. This is more likely due to language interference than lack of knowledge or intelligence. Testimony from several candidates and professors of education indicated that foreign-born APAs need additional time to complete the test. A Southeast Asian student expressed his sincere desire to become a teacher and role model, but noted that the reading portion of the CBEST has held him back for four years. He noted that many other Southeast Asian students encountered the same problem. The additional time it takes to translate from one language to another results in penalties on the basis of time rather than ability. Extending the time for foreign-born, limited-English candidates to complete the reading comprehension portion of the CBEST examination could have an immediate impact on increasing the number of APA teachers.

The CSU should ensure that APA students who need further basic skills development receive early assistance in attaining the necessary level of proficiency to pass the California Basic Educational Skills Test (CBEST) . . .

RECOMMENDATION 17: The CSU should work with the appropriate state agencies to gain a reasonable extension of time for foreign-born, limited-English candidates to complete the reading section of the CBEST teacher qualifying examination.

In particular, the CSU should work with the Commission for Teacher Credentialing to explore mechanisms to provide reasonable time extensions for the reading portions of the CBEST, with particular attention to the needs of APA candidates.

Internationalizing the Curriculum

Since the 1950s, the United States has steadily and rapidly increased its trade with the countries of the Pacific Rim. In 1982, for the first time in history, U.S. trade with the Pacific Rim countries exceeded that with European countries. This trade is expected to grow to be several times greater over the next several decades. Due to the huge influx of capital from the Pacific Rim trade, economic analysts expect the financial center of the country to shift from New York City to Los Angeles within the next few decades.

Since cultural infusion usually follows closely on the heels of capital infusion, the various Pacific Rim cultures, particularly the cultures of Asia and the Pacific Islands, may be expected to influence and transform American culture to a greater and greater extent, first in California and then throughout the country. The country will also be transformed economically, politically and socially by these changing influences. Californians, and eventually all Americans, will have increasing contacts with people from Pacific Rim nations, particularly the Asian and Pacific Island nations. As such interactions increase in the commercial, cultural and political arenas, our knowledge (or lack thereof) of these nations will become increasingly relevant to the present and future well-being and viability of our state and nation.

The emergence of the Pacific Rim as the hub of the state's economy underscores the importance of expanding area studies courses in Asian/Pacific history, culture, politics, economics, and language. CSU students should be encouraged to increase their understanding of these peoples and cultures that will have a significant influence on their lives. At present, curriculum offerings in Asian/Pacific Studies are inadequate to the task at hand. The CSU's Study Abroad Program serves to illustrate the Eurocentric emphasis in international programs: of the 20 international centers to which students may travel to study in another culture, only two are located in Asia and the Pacific Islands where nearly 60 percent of the world's population live. If present and future generations of CSU students are to be adequately prepared to assume the roles and meet the challenges that lie ahead of them, they must acquire much more extensive knowledge of the Asian and Pacific Island nations than most of them can currently obtain through existing academic programs.

The emergence of the Pacific Rim as the hub of the state's economy underscores the importance of expanding area studies courses in Asian/Pacific history, culture, politics, economics, and language.

RECOMMENDATION 18: All CSU campuses should consider expanding Asian/Pacific Studies programs, including Asian/Pacific language programs; revising appropriate General Education courses to include the study of Asian/Pacific peoples and their cultures; and developing more

opportunities for students to study abroad in Asia and the Pacific Islands with the assistance of the CSU International Programs Office.

Expansion should include Asian/Pacific languages; history of Asian/Pacific peoples, their nations and civilizations; philosophy and culture; literature and art; economic systems and political institutions; and individuals and societies. Plans to encourage student interest in Asian/Pacific Studies should be developed. Campuses should actively recruit and hire qualified APAs to develop and teach these curricula. Strategies to utilize the skills and knowledge of foreign-born students, faculty, and staff as well as members of local APA communities to enhance the development of international curricula offerings should be pursued.

General Education courses in history, geography, politics, economics, philosophy, culture, and religions should be reviewed and revised, as appropriate, to incorporate Asian/Pacific perspectives. For example, many campuses require a history course on Western Civilization. Such a course might be replaced by a course on World Civilization, which includes a substantial coverage of Asian/Pacific civilizations.

The CSU Study Abroad Program should place greater priority on developing overseas study centers in Asia and the Pacific Islands.

The CSU Study Abroad Program should place greater priority on developing overseas study centers in Asia and the Pacific Islands. Furthermore, the CSU International Programs Office should assist campuses in developing campus-based Study Abroad programs in Asia and the Pacific Islands, varying in duration from two weeks to a semester. A task force of faculty who are Asian/Pacific Studies specialists or who have contacts with Asian/Pacific institutions might be formed to assist in such efforts.

VI. ESL NEEDS OF IMMIGRANT STUDENTS

The unmet English as a Second Language (ESL) needs of APA and other immigrant and refugee students loom as a major issue confronting the state's educational systems. Substantial numbers of students entering California's public universities are non-native speakers of English, primarily recent immigrants from Asia and Latin America. In the past, education has served as the major catalyst for the enormous contributions that such immigrants have made to the social, cultural, and economic enrichment of the state and the nation.

The unmet English as a Second Language (ESL) needs of APA and other immigrant and refugee students loom as a major issue confronting the state's educational systems.

Many immigrant students in the CSU need to develop far better proficiency in writing, speaking, and receiving (hearing/understanding) English, but are receiving insufficient ESL assistance on their campuses. Unless they develop these essential skills in college, they are not likely to acquire them later on and will be at a serious disadvantage in pursuing their professional careers. Like their predecessors, Asian[11] immigrant students depend on the acquisition of academic English proficiency[12], through ESL instruction, to complete their educational degree programs and to function effectively in their professional careers. The choices immigrant students make in deciding whether to pursue a college education, in getting involved in student government or other extracurricular activities, or in deciding on their future professional careers are heavily influenced by their limited-English speaking ability.

One particularly tragic example of this was cited by a faculty member who related the experience of an Asian immigrant student who had graduated from one of the CSU accounting programs. This student achieved the highest score in the nation on the national CPA examination and was eagerly looking forward to being hired by one of the "Big Six" accounting firms. However, after interviewing with all six firms, he was not hired by any of them because his English speaking skills were judged to be totally inadequate. Clearly, this student was exceptionally intelligent and highly motivated, and most certainly not a marginal student.

Judging from the enrollment of immigrant students in the public schools, the problem will undoubtedly become even more prevalent. A steady growth in the number of limited English proficient students (from 486,233 in 1984 to 652,434 in 1988) reflecting a 43.2 percent increase was reported in the *1988 Language Census Report for California Public Schools* (California Department of Education). The population of Asian foreign-born youth in the 15-24 year old age bracket is expected to more than double in size, from 115,952 in 1980 to 248,691 by the year 2000 (Paul Ong, May 1989). In addition, the populations of Latino and Eastern European immigrant students are also expected to increase substantially. While nearly one in six K-12 students are currently limited-English proficient, that number could double and become one in three within the next two decades.

While nearly one in six K-12 students are currently limited-English proficient, that number could double and become one in three within the next two decades.

From 1979 to 1986, the number of ESL students in the CSU more than tripled to 11,000. Most of these students were Asians, whose phenomenal growth has been driven by the influx of immigrants from Asia. Based on the K-12 enrollment data given above, the

[11]The ESL focus is primarily on Asian immigrant students; the needs of Pacific Island immigrants are primarily for English as a second dialect.

[12]As used in this report, "academic English proficiency" refers to writing, speaking and receiving English at levels of proficiency acceptable in college classrooms, on various assessment measures, and in professional settings.

number of ESL students in the CSU can be expected to increase even more dramatically over the next 15-20 years. Moreover, these students will not only be Asians, but also Latinos and Eastern Europeans, and could eventually comprise as much as one-fifth of the CSU student body.

Establishing ESL as a Priority Within the CSU

Sixty-two out of 92 testimonies at the statewide hearings confirmed that English proficiency poses a major "obstacle" for Asian and other immigrant students from university entrance through completion of degree programs. Thirty-eight of those testimonies were from faculty. A chief concern was the low pass rate of Asian students on examinations designed to test competence in academic English. When Asian students fail to pass the Graduation Writing Assessment Requirement (GWAR), it not only has consequences on their personal and professional lives, but also deprives the state and nation of the timely availability and productivity of a highly educated pool of human resources. Moreover, the state is withheld from realizing the full economic benefit from its investment in the education of these students.

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ESL concerns were prominent in testimonies and individual interviews. One faculty member described the notebook entries of a Latino immigrant student in a journalism class she taught. The entries showed thought and understanding of the concepts and issues, but contained an overwhelming number of spelling and grammatical errors. Because she was unfamiliar with ESL teaching strategies, she was at a complete loss as to how to grade the notebook and how to help the student improve his English writing skills. She pointed out that, "We give ESL students failing grades because of . . . , or pass them despite their inadequate English-language skills, but we do not try to do anything about the inadequacy itself." As noted by a developmental writing coordinator, "although giving passing grades despite inadequacies does not penalize students for poor language skills, it does suggest that competence in language is not important." Although most faculty in technical fields are reluctant to mark grammatical errors, as noted by another faculty member, "blatant errors tend to leave the student with lower grades, but no clear path to improvement." As reported by yet another faculty member, the only option for immigrant students on one campus is "to join the native-speaking students who did not score sufficiently high on the systemwide English Placement Test and take English A, the so-called 'bone-head' English classes."

These are not isolated examples. Review of important source documents such as the *CSU Report of the ESL Workgroup* (1988) and *California's Limited English Language Students: An Intersegmental Agenda* (1989), as well as numerous other reports and papers, clearly shows the problem is widespread. These findings were further substantiated in consultation with ESL experts and participants at the CSU Institute for Teaching and Learning ESL Seminar in the spring of 1990.

RECOMMENDATION 19: The CSU should make development of academic English proficiency among students who need ESL assistance one of its highest priorities, with particular attention to the urgent and special needs of Asian, Latino and other linguistically diverse students.

By adopting this recommendation, the CSU would underscore the importance of the issue and assign higher priority to the need for campuses to provide greater assistance to ESL students. The following subsections identify four priority issues and present more specific recommendations for the campuses relating to ESL in the areas of University-wide Faculty and Curriculum Development, Testing, and Full Support for ESL as a Discipline.

University-wide Faculty and Curriculum Development

University-wide Responsibility for ESL

A report to the Intersegmental Coordinating Council states that, "Programs to teach non-native speakers of English suffer nearly everywhere from lack of definition, coordination, and visibility . . . probably because they have been regarded as 'temporary,' needed only until the current cohort of immigrants was through school. In the California State University and the University of California, many ESL programs were initially established to serve foreign visa students, and were (and are) sometimes seen as a kind of 'student service' for international students. In the Community Colleges, ESL programs often have been seen primarily as

student support services rather than as academic offerings" (*California's Limited English Language Students: An Intersegmental Agenda*, September 1989). Thus, increasing the visibility, status and coordination of ESL programs on the campuses is essential.

RECOMMENDATION 20: Campuses should assume university-wide responsibility for providing adequate assistance to all ESL students and, thereby, try to ensure that ESL programs have sufficient visibility and status, are well coordinated, and are developed to be comprehensive and coherent.

Campuses must give higher priority to the development of ESL programs by making it a university-wide responsibility. One approach would be to establish a university-wide committee or task force to identify the major problems and issues, improve coordination among various campus ESL programs, and promote the development of comprehensive, coherent efforts. Another approach would be to establish a department or center which would have primary responsibility for coordinating university-wide efforts in ESL. Each campus, by considering its unique characteristics, should decide which of a number of such approaches will be the most effective one in meeting this university-wide responsibility. A number of campuses have well-developed ESL programs offered through their Continuing Education units. Those campuses should involve these programs in developing university-wide efforts in ESL and make use of their experience and expertise.

Campuses must give higher priority to the development of ESL programs by making it a university-wide responsibility.

Involvement of Faculty Across the Disciplines

A university-wide approach to ESL will require the involvement of faculty in all disciplines. ESL experts indicate that students who start out knowing very little English need 6 to 8 years of fairly intensive study to gain adequate proficiency in academic English. Thus, they cannot gain such proficiency by taking one or two remedial ESL courses taught by a few ESL faculty. A broader effort (similar to the Writing-Across-the-Disciplines programs on several CSU campuses) in which faculty in all disciplines are involved in teaching English communication skills to non-native speakers is needed. However, most faculty are not adequately prepared to meet the ESL needs of their students, and, consequently, even well-intentioned faculty may do more harm than good when they try to teach English to non-native speakers. Therefore, faculty development efforts are needed to help faculty become more effective in teaching English communication skills to such students.

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RECOMMENDATION 21: Campuses should establish faculty development programs designed to help faculty in all disciplines teach English communication skills to Asian and other students who need ESL assistance and to increase their awareness and understanding of how the diverse backgrounds of these students affect the teaching and learning of English.

These programs should increase the awareness of faculty in all disciplines to the cultural factors that affect the learning of English communication skills by non-native speakers and explore the relationship between teaching strategies and learning strategies. In particular, faculty should become knowledgeable about how to match teaching strategies with students' language learning strategies so that they can help students acquire proficiency in academic English. In addition, the programs should assist faculty in enlisting the help of Asian and ESL faculty members and counselors, and others who have worked closely with Asian ESL students.

Needed Curricular Changes

Besides the faculty development efforts described above, changes must also be made to the curriculum. The transcripts of Asian students often show a bipolar distribution of grades, with highs in less language-dependent courses and lows in more language-intensive General Education courses. Reinforcement of English skills is necessary both in General Education and within major disciplines, particularly those in which

the Graduation Writing Assessment Requirement (GWAR) is administered by departments (see subsection on "Testing" for more detail). Additional opportunities to develop academic English are essential if students are to meet GWAR standards. As indicated earlier, academic English proficiency cannot be the sole responsibility of ESL faculty, in whose courses ESL students are enrolled for a limited number of semesters, if at all.

Additional opportunities to develop academic English are essential if students are to meet GWAR standards.

RECOMMENDATION 22: Campuses should take steps to help faculty revise their courses in General Education and in major degree programs to ensure that ESL students can continue to develop their academic English proficiency through these courses.

Faculty development seminars/workshops should be provided, with the assistance of ESL faculty, to help non-ESL faculty integrate language skills development into their courses in General Education and in the majors. Special emphasis should be given to curricular changes that will facilitate the development of academic English proficiency by ESL students. Summer programs for new ESL students should also be considered by disciplines heavily enrolled with Asian students (e.g., engineering, business and computer science).

Testing for Early Identification and Placement and Graduation

A CSU systemwide study on the 1987 English Placement Test taken by first-time freshmen found that Asians had the lowest pass rate at 19.6 percent, as compared to 28.6 percent for Hispanics and 43.5 percent overall (ESL Workgroup Report, 1988).[13] The sheer number of tests students are required to take is also a concern. For example, a permanent resident high school graduate must take the SAT or ACT, EPT and ELM for admission and placement, and then take campus diagnostic tests in English.

Early identification, testing, advising and placement of students (preferably as soon as they are enrolled) are important, along with the establishment of language competency requirements that are reliable, valid, and fair to all students. The development of appropriate language assessment instruments and the recognition of "writing with a foreign accent" in the assessment of ESL students were identified as important issues during the CSU Institute for Teaching and Learning ESL Seminar. In addition, ESL students need to be advised so they do not avoid writing courses, but are properly placed in the appropriate writing courses, and furthermore, do not postpone taking required courses which entail writing.

The dearth of English language assistance for Asian and other ESL students is evident. A number of studies on individual campuses indicate that the Graduation Writing Assessment Requirement (GWAR) impedes the graduation of many Asian American students. Asian students often call it "the English obstacle course." Multiple attempts to pass the GWAR by Asian ESL students are not unusual. As reported in testimony, at one campus 47 percent of the undergraduate and 59 percent of the repeat test takers were Asian. At another campus, eight out of ten students who failed a graduation writing skills test administered during the 1989 winter quarter were Asian.

One campus approach was to require students who failed the graduation writing test to take a "remedial" writing course, which not only delays graduation but does not allow for appropriate writing skills development. Many Asian students endure additional hardships from added expenses for special GWAR preparation courses and workshops and repeated fee payments for each examination retake. Campuswide efforts to expedite student progress through cooperative efforts between faculty, student services, and administrative staff will facilitate the early identification and placement and the graduation of students who need ESL assistance.

RECOMMENDATION 23: The CSU should ensure that ESL students are tested prior to or upon enrollment for both diagnosis and placement; that testing instruments for all levels are reliable, valid and fair to all students; and that, wherever possible, the purposes served by these tests be accomplished without involving students in more test taking than necessary.

[13]The Asian rate does not distinguish between immigrant and American-born Asian students. The latter have higher pass rates which are closer to those of the overall student population.

These tests should be normalized on ESL student populations. ESL diagnostic and placement tests should be administered to ESL freshman and transfer students by every campus. Those students requiring further ESL instruction should be placed in appropriate classes at the outset of their studies. Steps should be taken to ensure that special diagnostic and placement tests (including the pre-entry TOEFL and those required for acceptance into some majors, the EPT, GWAR and other assessments at different points in a student's university involvement) are reliable and valid tests of academic writing proficiency for ESL students. Scoring of essays should give due consideration to "foreign accents" in writing (ESL Workgroup Report, 1988). Examination topics should be culturally neutral and completion time for the examination should be adequate.

Full Support for ESL as a Discipline

ESL programs are spread across several departments, centers, extension, and other units often with little coordination or communication. They include bilingual and ESL teacher preparation programs for elementary through adult students. But by far, the largest number of students are enrolled in a wide variety of CSU programs and courses to study the English language. These students are usually categorized as matriculated or non-matriculated, depending on whether or not they are enrolled in a degree program. Further sub-categorizations place these students into a variety of migrant, immigrant, refugee, international, academic credit and other programs and courses (ESL Workgroup Report). ESL program coordination among CSU campuses is particularly important for students who may have had diverse reasons for initially participating as non-matriculated students in the various English skills courses and programs, but may subsequently wish to pursue degree programs as matriculated students. Given the pressing needs and current and projected size of Asian and other ESL populations on CSU campuses, systemwide attention to the formulation and implementation of appropriate policies to improve the academic achievement of ESL students is vital.

Given the pressing needs and current and projected size of Asian and other ESL populations on CSU campuses, systemwide attention to the formulation and implementation of appropriate policies to improve the academic achievement of ESL students is vital.

RECOMMENDATION 24: The CSU should establish a systemwide body, such as English-as-a-Second-Language Council, which is charged with responsibility for ESL research, policy formulation, and program coordination and development, and whose membership includes representation of Asian and other ESL experts from the major ESL student populations enrolled in the system.

The council should work in coordination with the Intersegmental Council on resolving common problems such as articulation, transfer, standardization of coursework and assessment. It should also be able to provide leadership in helping the system address the special concerns raised, including academic credit for ESL coursework, English for entry into professional preparation programs and articulation, transfer and evaluation of ESL coursework and student outcomes.

The council should also work with the CSU Institute for Teaching and Learning (ITL), which could play an important role in establishing and coordinating a multidisciplinary approach to ESL teaching and learning on CSU campuses. The ITL's current intradisciplinary focus could be broadened to include interdisciplinary collaboration for addressing ESL teaching and learning needs on CSU campuses. It could also help coordinate joint efforts with the proposed CSU Resource Center for University Teaching in researching, developing and disseminating effective ESL teaching strategies.

VII. FACULTY/STAFF AFFIRMATIVE ACTION

Asian Pacific Americans have always been included with African Americans, Latinos and American Indians in federal and state laws and regulations requiring employers to develop Affirmative Action programs to increase their representation in the work force. However, administrators and faculty search committees often ask if APAs are included in Affirmative Action policies and procedures. The question assumes that APAs are already well represented in higher education, face no employment bias, and can achieve employment without the support of Affirmative Action policies and programs. Such an assumption, however, is based on the acceptance of the "model minority" myth associated with APAs.) APA faculty and staff, in fact, do have issues related to Affirmative Action, as the following data and analysis clearly show.

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Asian Pacific American Employment in the CSU

Of the 28,379 full-time faculty and staff employees in the CSU, 2342 (8.2%) are APAs (Fall,1989). The breakdown by specific ethnic groups currently available identifies 412 Filipinos and 28 Pacific Islanders. APAs are the second largest group of full-time ethnic minority employees in the CSU, less than Latinos (9.4%) and slightly greater than African Americans (7.4%). Among the 2342 APA employees, 956 are female (3.4%) and 1386 are male (4.9%).

Faculty Employees

A summary of APA faculty in the CSU is presented in Table 2. APA faculty are 8.2 percent (999) of all full-time faculty. Across tenure status and rank, APA faculty are predominantly male; APA females comprise only 1.6 percent of all faculty. APAs comprise a larger proportion of probationary than tenured faculty. The proportion of APA faculty decreases as one moves from assistant professor to associate professor to full professor. In all tenure statuses and ranks, the proportion of female APA faculty are substantially lower (e.g., less than one percent of full professors).

APA faculty are 8.2 percent (999) of all full-time faculty.

Table 2
Asian Pacific American Faculty
by Tenure Status, Rank and Sex
(Fall 1989, Full-Time Only)

Faculty Rank/Type	CSU	Asian Pacific Americans					
		Total		Males		Females	
		No.	%	No.	%	No.	%
All Faculty	12,230	999	8.2	799	6.5	200	1.6
Tenured	8,567	608	7.1	521	6.1	87	1.0
Probationary	2,313	276	11.9	198	8.6	78	3.4
Lecturers	1,350	115	8.5	80	5.9	35	2.6
Full Professor	7,500	554	7.4	484	6.4	70	0.9
Assoc. Professor	2,131	212	9.5	154	7.2	48	2.2
Asst. Professor	1,248	127	10.2	82	6.4	45	3.5

In relation to African American (3.1%) and Latino (4.3%) faculty, APAs are well represented. However, three important aspects of APA underrepresentation must be addressed. First, the ethnic composition of APA faculty is predominantly Chinese and Japanese; other APA sub-populations are still underrepresented; e.g., available data indicate that of the 999 APA faculty, only 32 are Filipino and two are Pacific Islander. Second, APA faculty are concentrated in a small number of CSU disciplines, but are underrepresented in a large number of other disciplines. Third, females from all APA sub-populations and in all disciplines are still underrepresented.

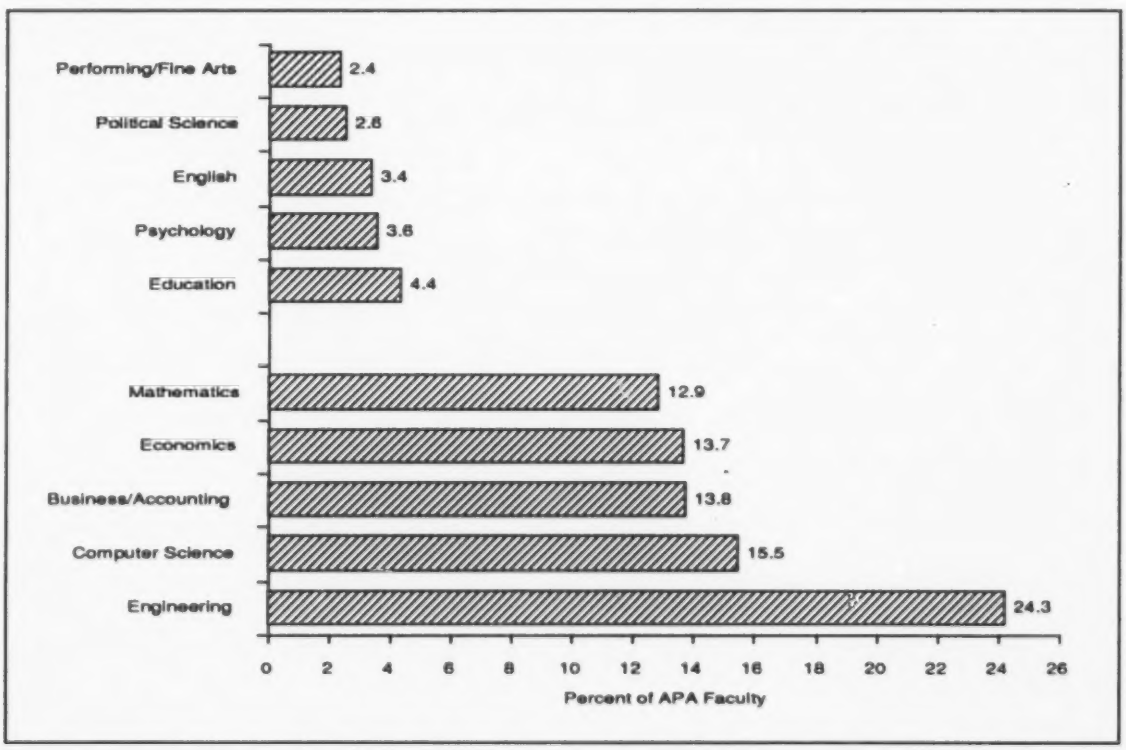
... females from all APA sub-populations and in all disciplines are still underrepresented.

Almost one-third (304 of 999) of APA faculty in the CSU are in the departments of business and engineering. Figure 2 presents the disciplines with the highest and the lowest representation of APA faculty. While 24.3 percent of all engineering faculty are APAs, only 2.4 percent of fine arts faculty are APA. Computer science, business, accounting, economics, and math all have more than 12 percent APA faculty. In contrast, the humanities and social sciences have much lower representation of APAs. Physical education, political science, English, psychology, and education have less than five percent APA faculty.

Executive and Administrative Employees

Currently, the CSU does not have a single APA executive employee among the Chancellor, six vice chancellors, and 20 presidents. While APAs are 8.2 percent of CSU full-time employees, they are only 4.9 percent (117 of 2368) of the administrative/ management employees in the CSU Management

Figure 2
APA Faculty in Disciplines
(Disciplines with Highest and Lowest Percentages)



Personnel Plan (MPP)[14]. Table 3 presents a summary of the APA management and supervisory employees by titles and management level. In the top management category, MPP Level IV, four percent are APAs (of the 13, two are female). There is a decrease at MPP Level III, followed by increased proportions for Levels II and I. At each management level (except Level IV, where representation for both APAs and Latinos is 4.0%), the representation of APAs is less than that of African Americans and Latinos.

Currently, the CSU does not have a single APA executive employee among the Chancellor, six vice chancellor's, and 20 presidents.

In the administrative ranks, APAs are also poorly represented. Among 40 vice presidents, only one is an APA; of the 196 instructional deans, six are APAs (four male and two female). Not included in Table 3, but of great significance to efforts to successfully retain APA students is the fact that of 151 supervising student services personnel, only three are APAs.

The data in Table 3 shows that APA managers and administrators are represented at levels below the overall proportion of APAs in the CSU work force. Furthermore, APAs have greater representation at lower level positions. This is an example of the "glass ceiling" effect faced by many APAs which was noted in a recent report of the U.S. Commission on Civil Rights (1988). APAs can gain access only to certain levels of management, after which their progression becomes inordinately limited. The clearest evidence of this is the fact that there are only 3 APA chief executive officers

Table 3
Asian Pacific American Administrators
by Title and Management Level
(Fall 1989)

Title Level	APA	African American	Latino	CSU Total
By Title:				
Executives	0	3	1	27
percent	0	11.1	3.7	
Vice Presidents	1	6	2	40
percent	2.5	15.0	5.0	
Instructional Deans	6	18	10	196
percent	3.1	9.2	5.1	
By Management Level:				
Level IV	13	30	13	324
percent	4.0	9.2	4.0	
Level III	25	60	57	831
percent	3.0	7.2	6.8	
Level II	49	74	66	820
percent	6.0	9.0	8.0	
Level I	30	61	42	420
percent	7.1	14.5	10.0	

[14]The Management Personnel Plan (MPP) divides employees into four administrative levels: Level IV, upper-level management such as vice president and deans; Level III, upper and middle managers such as directors, senior budget analysts and business managers; Level II, middle managers and supervisors such as associate directors, procurement officers and payroll supervisors; Level I, supervisors such as supervising accountants, data processing supervisor, and chief of custodial services.

(president or chancellor) of the 2135 four-year institutions of higher education nationwide. Thus, a minuscule 0.15 percent of these institutions have APA chief executive officers even though APAs constitute over 3 percent of all faculty in these institutions.

APAs can gain access only to certain levels of management, after which their progression becomes inordinately limited.

In discussing the "glass ceiling" encountered by many APAs, the California Attorney General's Asian and Pacific Islander Advisory Committee Report (Dec. 1988) states that major barriers to upward mobility include a corporate culture that excludes or alienates APAs, management insensitivity, and the lack of networks, mentors and role models for APAs. The report also cited a study in which two-thirds of the APA respondents indicated that racial discrimination was a barrier to upward mobility.

Such barriers also exist for APA employees in the CSU. For example, a recent APA job applicant, who was interviewed as a finalist for a vice presidential position at a CSU campus, was asked, during an informal meeting with a vice president from that campus, if he "wouldn't rather be someplace with more of your kind." It appeared irrelevant that the APA candidate had specifically chosen that campus for what he considered to be regional advantages.

The presence of APA administrators in decision-making positions on CSU campuses varies considerably. Three campuses, Chico, Humboldt and Stanislaus, have no APAs in any MPP positions. San Diego has no APA employees in MPP Levels III and IV. Six other campuses, Bakersfield, Dominguez Hills, Fullerton, Hayward, Pomona, and Sacramento have no APAs in MPP Level IV positions. The Chancellor's Office has 11 APAs in MPP positions, two at Level I, and three each at Levels II, III and IV.

Staff Employees

In addition to faculty, administrators and managers, the CSU employs 13,786 in various staff positions. Among the CSU employees, 1230 (8.9%) are APAs. When divided into job categories, the following picture of APA staff employment emerges. In the category of professional non-faculty, which includes nurses, librarians, student service professionals and research technicians, APAs are 8.8 percent (316 of 3569 employees); however, in the specific category of student services personnel, APAs are only 6.8 percent. In the secretarial/clerical category, APAs are 8.2 percent (363 of 4442 employees). Of the 856 technical/paraprofessional employees, which include such job titles as computer operator, drafting technician and library assistant, 9.4 percent are APAs. In the skilled-craft jobs, APAs are 6.9 percent (59 of 856 employees). The final job category of service/maintenance includes custodial workers, grounds keepers, and bus drivers. APAs are 10.9 percent of 1879 service/maintenance employees.

Underrepresentation of APAs in the CSU

The data presented above lead to the following conclusions regarding the underrepresentation of APAs in the CSU:

- Although APA faculty are well represented in the sciences, engineering, business and mathemathics, they are still underrepresented in the arts, humanities, education and social sciences; APA females are underrepresented in all disciplines.
- Although APAs constitute 8.8 percent of non-faculty professional staff, only 3 (2%) of 151 supervising student services personnel are APAs.
- Although APA faculty are 8.2 percent of all full-time faculty, there is not a single APA in any of the 26 executive management positions and only 4.9 percent of the MPP positions are filled by APAs.
- Other categories in which APAs are underrepresented include: coaches (3.6%), public safety (5.4%), skilled crafts (6.9%), and student services personnel (6.8%).

Although APA faculty are well represented in the sciences, engineering, business and mathemathics, they are still underrepresented in the arts, humanities, education and social sciences; APA females are underrepresented in all disciplines.

Faculty, librarians, and clerical/administrative support personnel are all represented by APAs at approximately

8.2 percent. There are also job categories where APA representation exceeds 8.2 percent: CSU physicians (17.6%), technical support staff (10.0%), and maintenance support staff (11.4%).

The presence of APAs in all job categories affirms their importance to the CSU. However, the low representation of APAs in certain academic disciplines, in administration/management, and in student support services has serious implications. Without APA employees in these areas, the special curricular and unmet support needs of APA students cannot be effectively addressed. Along with the faculty, administrators and student services personnel serve as role-models to the many APA students who are the first of their families to attend a university.

RECOMMENDATION 25: Each campus should review the representation of APAs in academic disciplines and various job groups and develop a plan with goals and timetables to redress underrepresentation in identified areas. Efforts are especially needed in redressing the underrepresentation of APAs in higher level administrative positions.

As discussed in Section III, campuses must make efforts to recruit APA students into disciplines in which they are currently underrepresented and encourage them to pursue graduate studies with the goal of becoming a college faculty member. Studies should also be conducted to determine the factors that have led to the underrepresentation of APAs in certain job groups, such as student services and public safety, and to develop and implement strategic plans for reducing this underrepresentation.

There is a particular need for efforts to increase the representation of APAs in executive and other management positions in the CSU. The Chancellor's Office and the campuses should be encouraged to promote activities, such as workshops, to help administrators, who are responsible for hiring management personnel, learn more about issues related to the advancement of APAs to such positions. Such administrators need to become more sensitive to the fact that the leadership style of many APAs may be quite different from that typical of white males, but may, nevertheless, be just as effective.

Many APAs are reticent about seeking a management position because it requires a certain amount of self-promotion which is counter to their cultural value system. Such individuals need to be urged and encouraged by their supervisors and colleagues to apply for management positions and assisted in developing supportive networks. Also, campuses should be encouraged to mount career development programs to help APAs develop their leadership skills.

Major Issues in Asian Pacific American Employment in the CSU

The U.S. Department of Labor estimates that more than 80 percent of the new workers entering the work force in the year 2000 will be people of color and women. In California, a large proportion of the new workers will be APAs. The CSU must take the initiative to foster the growth and development of a multicultural, pluralistic work force. This goal is consistent with the objectives of the Master Plan for Higher Education for the California State University to provide quality education to the citizens of California. To be sensitive to the changing citizenry, the CSU must actively develop a work force toatch the diversity of the state. The attainment of that goal with regard to APAs will require examination and modification of existing employment practices and strategies.

The CSU must take the initiative to foster the growth and development of a multicultural, pluralistic work force.

Removing Institutional Barriers

Public institutions, including the CSU, have developed programs and procedures responsive to a rather homogeneous work force. The civil rights movement of the 60's and 70's forced review and removal of overtly biased personnel practices, making the work place more accessible to African Americans, Latinos and Asians. A similar review of current personnel practices must be conducted to assure the accessibility of the CSU to APA employees.

The university can be intimidating to those unfamiliar with its operations and goals. Many foreign-born APAs, who never had a family member attend college, often view the university as a forbidding place. The leadership of the CSU, at the Chancellor's Office and on the campuses, must redefine the university in relation to its changing demographics, and review the process by which one becomes a CSU employee.

RECOMMENDATION 26: The Chancellor's Office and CSU campuses should review current

employment policies and procedures, make these more responsive to APAs and remove barriers to their employment.

Job descriptions may deter prospective APA applicants. For example, the phrase "must have good communication skills" has become synonymous with "foreign-borns need not apply." Since such phrases only serve to discourage applications from APAs, the university must rely on its expertise to describe a position without discouraging culturally different job seekers. In lieu of "good communication skills," a more explicit description may be used, such as, "the job requires ability to meet and interact with the public."

Other barriers in the employment process may include the method by which applicants are interviewed. A common practice is to have a panel of three or more interviewers screen applicants. A more accurate assessment of the skills and abilities of APA applicants may be obtained through individual interviews. One can anticipate the objection that this is more time-consuming than panel interviews, but that is exactly the point. Is the institution willing to expend more time and effort modifying its processes to attain a more diverse work force?

The leadership of the CSU, from the Chancellor to the presidents and their staff, must recognize the need to prepare the CSU to become a pluralistic institution. The university must adopt programs and approaches which will open itself to employees of various cultural backgrounds. The university must resist approaches which force multicultural employees into "traditional molds."

Outreach to APA Communities

The CSU must also actively reach out to APA communities which may not have connections to the university in ways that other communities do. Personnel offices most likely have mailing lists of African American and Latino community organizations to supplement their outreach efforts, but few have mailing lists of APA organizations. However, to reach the APA employment pool may require more than developing mailings to organizations.

RECOMMENDATION 27: The campuses should develop stronger ties with APA communities to expand outreach efforts in recruiting APAs, especially immigrants and refugees, who are poorly represented in the CSU work force.

Campuses should create and maintain relationships with APA communities. Again, given the perspective that the university may be imposing to recent immigrants and refugees, direct contact with APA community groups will help lower barriers. Campuses need to consider such activities as "job fairs" aimed at diverse cultural communities, including APAs. Using APA employees as a recruitment network is another strategy to increase employment of APAs in the CSU.

Retention and Promotion of APA Staff

As procedures and programs are developed to increase accessibility, the CSU must also consider ways of helping all employees enhance their performance and productivity and, thereby, facilitate their retention and promotion. To achieve this goal, each campus must create a pluralistic environment in which differences in the characteristics of the increasingly-diverse work force are respected and accommodated. However, on many campuses, people of color often feel pressured to repress their unique differences and conform to the norms set by native-born, white males. Such pressures create conflict and alienation, hinder the advancement of people of color, and often lead to their voluntary or involuntary departure from the university.

... each campus must create a pluralistic environment in which differences in the characteristics of the increasingly diverse work force are respected and accommodated.

RECOMMENDATION 28: The campuses should strive to create a pluralistic work environment in which the diversity of the staff is respected and accommodated, and to promote activities which will increase the retention and promotion of APA staff.

Two approaches can be applied to increase the retention and promotion of APA staff. First, the university should provide training to help current staff understand and accept the different cultural values of their APA co-workers. The training should be based on the proposition that it is important to change the institution to accommodate culturally diverse employees, and not merely to produce a more tolerant staff. Furthermore, the training should be done with full knowledge of the great diversity of cultures, values and experiences

among APA groups; otherwise, only stereotypes will be taught.

An example of training which may benefit employees is in responding to accents. More and different accents are being heard, not only from employees but also from the students they serve. Workshops on the nature of accents and how to deal with them would improve both communications and the APA employees' sense of well-being at the university. Employees would normally learn to understand English spoken with an accent, if they listened carefully and supportively. The effort to concentrate is worth expending if one values the speaker and the communication. Accents are phonetic variants of English sounds; one can become accustomed to accents if the initial effort is provided.

Another important aspect of training employees is sensitizing supervisory personnel to the cultural behavior patterns of APAs. Just as hiring policies and procedures need to be reviewed to remove barriers to APA employment, "standard" supervisory policies and processes must also be reviewed to remove cultural biases which may operate as barriers to job advancement. For example, the reticence of some APA employees to speak out in group situations — a typical behavior pattern for many APAs — should be not seen as reflecting disinterest or an absence of ideas on the part of these employees. Conversely, supervisors should not construe the behavior of an outspoken APA employee as an aberration.

Another important aspect of training employees is sensitizing supervisory personnel to the cultural behavior patterns of APAs.

Second, the university should also be prepared to provide training to APA staff members to improve their ability to function in their positions. As more and more APA employees in the CSU come from immigrant and refugee groups, campuses will need to provide training that will assist these employees to adapt effectively to the work environment.

Campuses should review their staff orientation procedures to ensure sensitivity to APA employee needs. Further, specialized training opportunities should be developed. For example, programs to develop oral language skills and learn institutional values and mainstream cultural traditions may be needed by some APA staff.

Recruitment, Retention and Promotion of APA Faculty

The fact that 8.2 percent of CSU faculty are APAs raises the issue of whether or not there is a need for recruitment and retention of APA faculty. However, statistics also show that only 1.6 percent of the APA faculty are female, that the ethnic representation is predominantly Chinese and Japanese, and that APA faculty are concentrated in a few disciplines. Furthermore, APAs now comprise 15 percent of the student body and are growing rapidly. Obviously, the recruitment of APA faculty remains an important issue for the CSU.

APAs now comprise 15 percent of the student body and are growing rapidly. Obviously, the recruitment of APA faculty remains an important issue for the CSU.

APA faculty face problems similar to their ethnic minority colleagues in gaining retention and promotion. APA faculty are often in great demand to serve on committees which require diverse ethnic representation; they also respond to the counseling needs of APA students. Frequently, they are the only liaison between the university and the APA communities. Under these circumstances, APA faculty may be at risk in gaining retention and promotion. The university should recognize and value such service activities in evaluating their retention and promotion.

RECOMMENDATION 29: The campuses should undertake Affirmative Action efforts to recruit APA groups that are underrepresented on the faculty and to help APA faculty increase their chances for retention and promotion.

Some of the suggestions for outreach and retention efforts for staff employees also apply to the faculty. For example, existing APA faculty should be used to help recruit APA female and male faculty for the humanities, social sciences, and fine arts. APA doctoral students should be made aware of programs such as the Forgiveable Loan/Doctoral Incentive Program to increase their representation in these fields.

While almost all faculty have teaching problems, APA faculty may have to deal with negative student responses to their accents or classroom styles. APA students have recounted experiences with CSU faculty who tell them, "You don't seem to fit in. Why don't you

go back where you came from?" APA faculty have faced similar reactions from students. The xenophobic and racist attitudes which APA faculty encounter are factors which department chairs and deans must consider in evaluating APA faculty performance.

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Departments should provide special support to APA faculty who may face racism in the classroom in addition to the difficulties other faculty may experience. Approaches such as providing newly hired APA faculty with mentors may help them avoid difficulties in obtaining tenure. The mentor may help the new faculty member develop an appropriate dossier for promotion, as well as improve his or her teaching. To encourage retention, the university must recognize such barriers and provide assistance to overcome them.

VIII. SUMMARY OF RECOMMENDATIONS

Summarized below are the recommendations made in Sections III through VII.

Outreach and Admissions

1. Each campus should make efforts to ensure that underrepresented Asian Pacific American (APA) sub-populations within its campus-defined service area are identified and adequately served by its outreach programs using strategies and methods that are culturally appropriate for each sub-population.

2. For CSU graduate programs in which APAs are significantly underrepresented, the recruitment of APAs should be incorporated in the targeted outreach efforts of the campuses.

3. The CSU should facilitate the admissions process for immigrant students to ensure that they are awarded appropriate credit for college work completed in their countries of origin.

4. As a major user of the TOEFL, the CSU should explore the possibility of obtaining fee waivers for low-income immigrant applicants from the Educational Testing Service, similar to the provision in place for the SAT examination. The CSU should also consider using an alternative test or developing its own test, which would provide a more comprehensive and accurate assessment of the English proficiency skills of APA immigrant students.

5. When applicable, campuses should review the writing proficiency examination used by impacted programs to assess its validity for determining whether or not immigrant students should be admitted into such programs.

Campus Climate and Retention

6. The CSU should review the monitoring of racial harassment on campuses, with particular attention to Asian Pacific Americans, who are generally not perceived as victims.

7. Each campus, especially through its president, should take strong, visible leadership to promote positive human relations on campus, and should establish a committee to monitor, evaluate and make recommendations for improving campus climate, with particular attention to how it affects APA students.

8. Each campus, in conjunction with its campus climate committee, should review the current process of adjudication to ensure its effectiveness in dealing with complaints from individuals of diverse cultural backgrounds and providing mediation and support in grievance proceedings.

9. Each campus, in conjunction with its campus climate committee, should provide in-service training to faculty, staff, and student leaders regarding APA populations and encourage them to take responsibility for efforts to improve campus climate.

10. In conducting the Trustee-mandated periodic evaluations of student support services, each campus should review the extent to which APA students are being underserved, and implement steps to ensure that the needs of these students are being adequately met by all areas of student support services.

11. Each campus should develop approaches to encourage faculty to establish stronger, supportive relationships with APA students, especially outside of the classroom, and find ways to increase the involvement of APA students in extracurricular, social and cultural activities.

Curriculum and Instruction

12. The CSU should establish an Ethnic Studies Council, which would assist CSU campuses in the development of Ethnic Studies, with high priority given to the development of Asian Pacific American Studies and American Indian Studies.

13. Each campus should evaluate its General Education program and, where appropriate, redesign the program to incorporate multicultural perspectives into courses in such fields as basic skills, humanities, social sciences, arts, and U.S. history and politics. These courses should introduce students to alternative conceptual frameworks based on minority perspectives and include significant coverage of APAs and their perspectives.

14. In order to ensure that students have an understanding of the social dynamics of our increasingly pluralistic society and to reduce racial and gender tensions, each CSU campus should adopt a multicultural General Education requirement which can be fulfilled by the completion of a course in comparative race, gender, and ethnic relations prior to graduation. If possible, this course should be required at the upper-division level.

15. The CSU should expand its efforts to encourage and recruit APAs to go into the teaching profession.

16. Campuses should develop mechanisms to identify and contact, as early as possible, APA students who are lower-division undeclared majors or are planning to transfer from community colleges to encourage their interest in the teaching profession and to determine their potential as teacher education candidates.

17. The CSU should work with the appropriate state agencies to gain a reasonable extension of time for foreign-born, limited-English candidates to complete the reading section of the CBEST teacher qualifying examination.

18. All CSU campuses should consider expanding Asian/Pacific Studies programs, including Asian/Pacific language programs; revising appropriate General Education courses to include the study of Asian/Pacific peoples and their cultures; and developing more opportunities for students to study abroad in Asia and the Pacific Islands with the assistance of the CSU International Programs Office.

ESL Needs of Immigrant Students

19. The CSU Board of Trustees should make development of academic English proficiency among students who need ESL assistance one of its highest priorities, with particular attention to the urgent and special needs of Asian, Latino and other linguistically diverse students.

20. Campuses should assume university-wide responsibility for providing adequate assistance to all ESL students and, thereby, try to ensure that ESL programs have sufficient visibility and status, are well coordinated, and are developed to be comprehensive and coherent.

21. Campuses should establish faculty development programs designed to help faculty in all disciplines teach English communication skills to Asian and other students who need ESL assistance and to increase their awareness and understanding of how the diverse backgrounds of these students affect the teaching and learning of English.

22. Campuses should take steps to help faculty revise their courses in General Education and in major degree programs to ensure that ESL students can continue to develop their academic English proficiency through these courses.

23. The CSU should ensure that ESL students are tested prior to or upon enrollment for both diagnosis and placement; that testing instruments for all levels are reliable, valid and fair to all students; and that, wherever possible, the purposes served by these tests be accomplished without involving students in more test taking than necessary.

24. The CSU should establish a systemwide body, such as an English-as-a-Second-Language Council, which is charged with responsibility for ESL research, policy formulation, and program coordination and development, and whose membership includes representation of Asian and other ESL experts from the major ESL student populations enrolled in the system.

Faculty/Staff Affirmative Action

25. Each campus should review the representation of APAs in academic disciplines and various job groups and develop a plan with goals and timetables to redress underrepresentation in identified areas. Efforts are especially needed in redressing the underrepresentation of APAs in higher level administrative positions.

26. The Chancellor's Office and CSU campuses should review current employment policies and procedures, make these more responsive to APAs and remove barriers to their employment.

27. The campuses should develop stronger ties with APA communities to expand outreach efforts in recruiting APAs, especially immigrants and refugees, who are poorly represented in the CSU work force.

28. The campuses should strive to create a pluralistic work environment in which the diversity of the staff is respected and accommodated, and to promote activities which will increase the retention and promotion of APA staff.

29. The campuses should undertake Affirmative Action efforts to recruit APA groups that are underrepresented on the faculty and to help APA faculty increase their chances for retention and promotion.

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